The impact of Service Quality and Scholars Delightfulness of ASHE in Private Universities of Tamilnadu, India

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Abstract: In recent years, numerous studies in the field of service quality have been carried out. However, relatively few studies have addressed the specific context of higher education. In order to acquire and maintain the competitive advantage, private universities must determine where they stand in the eyes of the external customer (learners). It is vital to ensure that delightful or even superior service is delivered the first time. The focus has been on ASHE (Arts and Sciences of Higher Education) and a learner's perspective was chosen and sample size were 320 and data analyzed by using the Pearson's correlation coefficient. From the findings the private universities can identify more specifically the failures in its service quality and seek to improve upon them.

1. Introduction

Education is one of the crucial transformation pillars for human capital development. The increased demand in the service quality for education sector in the country is observed since the past few years. High level of service quality particularly in the education sector has become one of the decisive determinants to realize the country's goal and agenda. PEST (Political, Economic, Social and Technology) influences are increasing the importance of quality in the Arts and Sciences Higher Education (ASHE) in Private Universities of Tamilnadu, India. Quality is an elusive concept in most services, but it is particularly so in education service with the wide range of internal customers and external customers and external customers involved. In this research studies aim of work is to develop a basis upon which quality in ASHE with emphasis on the Private Universities could be measured. There is the allure of a new administration in the education sector of Universities and the changing students expectations represent pressures for the demand for quality, which in particular is difficult to resist. In recent years quality assurance methods and related activities have been adopted by many institutions of higher education in Tamilnadu. The link with delightfulness is relevant since customer delightfulness is presumed to influence repurchase or referral intention and amplified fertility. For private universities in Tamilnadu to undergo a customer care revolution it is important that educators and educations managers better understand how a marketing perspective can assist them to operate effectively within a market environment. Good service provision does not necessarily mean doing everything the customer wants so much as bringing the expectations of the service provider and the customer closely in line. As an important first step towards doing so, educators must devote more attention to ascertaining what the expectations of the customers are. It is time for educational educations to face two facts. They are in a competitive encounter for students, and students are customers (Since & Dickworth, 1994:2). The use of a variety of measures of service quality in the private universities as critical indicators of both organizational performance and general customer delightfulness has been widely accepted. It has given rise to considerable empirical research and measuring service quality from this viewpoint has seen very little consideration in Private Universities of ASHE in Tamilnadu to date. Reviewing the literature in this area revealed that adopting a customer perception approach to quality measurement in Arts and Sciences higher education needed a new framework, which first is more consistent with this atmosphere and second, reflects the technical aspects of quality. Service is an intangible activity that is the main objective of transaction that provides to meet the needs of customers. Service quality is an ability of an organization to meet or exceed customer expectations. In these associations especially Arts and Sciences Higher education in developing countries has serious quality problems. However, since education service has very particularly characteristics, the 'SERVQUAL' model must be adapted according to

the most important determining factors: Reliability, Tangibility, Responsiveness, Assurance and Empathy as proposed by Parasuraman et al (1985). In this competitive market, delightfulness with services may make the difference (PZB 1996). Present 26 private universities in Tamilnadu have been declared in India (As on 23rd June, 2008) under section 3 of the UGC Act 1956 by Ministry of Human Resource Development, Government of India, along with their MHRD/UGC approved Off-Campus(s)/ Institution(s) under Ambit/Off-Shore Campus(s)

Anita Quinn et al (2009) Quality experts believe that, 'measuring customer satisfaction at an educational establishment might be regarded by educators as one of the greatest challenges of the quality movement' (Cloutier & Richards, 1994, p. 117). This challenge is only one of several that surround quality improvement efforts in higher education. This paper focuses on identifying and evaluating techniques used to take on the challenges of quality improvement in higher education. This paper also examines two primary difficulties: first, definition of the customer; and second, measuring customer quality perceptions. An examination of representative historical applications of quality techniques was conducted as well as identification of the differences and similarities surrounding quality improvement efforts in each of three service areas typically found in higher education: academic, administrative, and auxiliary functions. While recognizing these higher education areas differ from the typical business environment, positive research findings on the application of quality techniques for these areas were discovered.

Azleen Ilias et al (2008) they found that service quality have significant positive relationship with student satisfaction. Thus, it confirms what other literature try to suggest here, which is by improving service quality, it may potentially improve the students' satisfaction as well and that is the priority of the private higher institutions due to the fact that they have to compete to earn interest from the students to study there. It is important to verify here that from the regression analysis, two dimensions in service quality empathy and assurance are the most critical factor in explaining students' satisfaction. Whatever done to increase empathy and assurance in service quality therefore will help students to give better evaluation to their satisfaction. The empirical results of this study can provide support for the Parasuraman's SERVQUAL (1985), which related to the factors contributing to students' satisfaction.

Bradley R.Barnes (2006) SERVQUAL instrument to investigate expectations and perceptions of service quality among a sample of post-graduate Chinese students at a leading business and management school in the UK. The findings suggest that post-graduate Chinese students were not impressed by certain lecture theatres, the lack of study areas, class sizes, and insufficient media support. Hence, certain lecture theatres need to be re-vamped, and there is a genuine need to create study rooms for post-graduates, reduce class sizes, and provide more technical support facilities. Students also claimed that refreshments were expensive, and there was a strong desire for more budget-orientated offerings, which the institution could consider.

Choon Ling Kwek et al (2010) Service quality has become an important topic in the services marketing literature because it affects the cost, profitability, customer satisfaction, and customer retention (Buzzell & Gale, cited in Buttle, 1996; Bolton & Drew, 1991; Reichheld & Sasser, 1990). As such, it is crucial to identify the determinants of the students' perceived service quality in higher education. The aim of this research is to investigate the determinants of students' perceived service quality for a private higher education institution in Malaysia, based on the process model of education quality. The research found that quality of librarians, staff responsiveness from the Division of Examinations and Awards, curriculum, amount of recreational activities, and the process model of education quality are positively related to the students' perceived service quality.

Firdaus Abdullah (2006) measuring the quality of service in higher education is increasingly important, particularly as fees introduce a more consumerist ethic amongst students. This paper aims to test and compare the relative efficacy of three measuring instruments of service quality (namely HEdPERF, SERVPERF and the moderating scale of HEdPERF-SERVPERF) within a higher education setting. The objective was to determine which instrument had the superior measuring capability in terms of unidimensionality, reliability, validity and explained variance. Tests were conducted utilizing a sample of higher education students, and the findings indicated that HEdPERF scale resulted in more reliable estimations, greater criterion and construct validity, greater explained variance, and consequently were a better fit than the other two instruments. Consequently, a modified five-factor structure of HEdPERF is put forward as the more superior scale for the higher education sector.

Jung-Wan Lee (2010) This paper examines potential differences between Korean and American students in terms of their perception levels regarding online education support service quality, online learning acceptance, and satisfaction. Eight hundred and seventy-two samples, which were collected from students in online classes in the United States and

Korea, were analyzed using factor analysis, structural equation model techniques, independent sample t-test, and logistic regression. The following results were obtained from this analysis: 1) there were significant differences between the perceptions of Korean and US students with regard to online education support service quality. In this context, Korean students held a significantly higher perception of online support service quality. 2) Perception of online support service quality was a significant predictor of online learning acceptance and satisfaction for both Korean and American students. It appears that a majority of the students in the two countries, irrespective of the differences in their perceptions of online support service quality, believe that the acceptance of online classes would benefit them.

Kwek Choon Ling et al (2010) students' retention and their academic performance are influenced by the service quality provided by higher education institutions (Sander, Stevenson, King and Coates, 2000). As such, it is vital to identify the determinants of the overall students' perceived service quality. The aim of this research is to evaluate and validate the determinants of the overall students' perceived service quality in a private higher education institution in Malaysia, based on the combination of both the 'inside-out' and 'outside-in' approaches as well as the resource input model of education quality. The findings revealed that contact personnel, access to facilities, cost of courses offered, physical facilities of the tertiary institution and resource input model of education quality were positively related to the overall students' perceived service quality.

María Martínez-Argüelles et al (2010) they found that the importance of measuring how students perceive quality of service in online higher education. The article proposes using the Critical Incident Technique to perform a qualitative analysis, which contributes to identify the main dimensions and categories that contribute to students' perception of service quality. A case study, regarding a completely online university, is presented and the proposed model is used to obtain some preliminary research results. Among these, a key quality dimension from a student point of view are identified and follows learning process, administrative processes, teaching materials and resources, etc. After discussing the research results, a list of recommendations for university managers is formulated.

Mohammad Hossein Yarmohammadian et al (2011) expectations for better performance, in terms of teaching and producing competent college graduates are increasing. AQIP as a model for evaluating quality is applicable for all universities. It improves strategies and training programs as well as identifies community needs and expectations of students and faculty.

According to results of applying AQIP in Iranian universities we concluded that faculty members must constantly updated their knowledge and skills and use various and appropriate methods in teaching and assessment activities. Department should provide context for further communication with other universities and professors in the same string together and formation meetings about departmental problem. It is necessary that the educational programs and strategies be prepared appropriately with society and student's needs. It should be emphasized on improvement of academic quality instead of quantitative aspects. It is clear that for obtaining ideal level, necessary reformation and changes are needed for quality improvement. So scientific board members, experts and staff of university should try to eliminate their weaknesses and empower their strong points.

Roediger Voss et al (2007) the study aims to develop a deeper understanding of the teaching qualities of effective lecturers that student's desire and to uncover the constructs that underlie these desire expectations to reveal the underlying benefits that students look for. An empirical study using the means–end approach and two laddering techniques (personal interviews and laddering questionnaires) gives a valuable first insight into the desired qualities of lecturers. While the personal laddering interviews produced more depth in understanding, the results of the two laddering methods are broadly similar. The study results indicate that students want lecturers to be knowledgeable, enthusiastic, approachable, and friendly. Students predominately want to encounter valuable teaching experiences to be able to pass tests and to be prepared for their profession. This study also shows that students' academic interests motivate them less than the vocational aspects of their studies.

Ronald Sukwadi et al (2011) highly competitive environment, students have become more discriminating in their selection and more demanding of the universities they choose. It is important then for institutions to understand service quality attributes what incoming students desire (and increasingly expect) from the institution of their choice. Higher education (HE) institutions should ensure that all services encounters are managed to enhance students' perceived quality. While there is a consensus on the importance of service quality issues in HE, the identification and classification of the service quality attributes is a challenge to gain a better understanding of the quality issues of students' experiences face. The aim of this study is to identify and classify the service attributes that can promote student satisfaction. The process of identification and classification is demonstrated empirically in a case study of a well-known private university in Indonesia.

Senthilkumar and Arulraj (2011) in this

manuscript found that parents are investing money on their children's higher education, in anticipating immediate return on their investment as the immediate placement from the higher education. In the study area, the mindset of the people is not towards the entrepreneurship, but towards an immediate employability. There are many educational institutions in the study area concentrating their efforts towards achieving a very high level of on campus placement as the ultimate objective. They never fail to quote the same in all their promotional campaigns. The mediated SQM-HEI model empirically proved that the placement is the mediated factor for the quality higher education.

Tho D Nguyen (2009) this article reveal that investigate the role of signal quality in the quality of Master of Business Administration (MBA) education in Vietnam. The results of this study indicate that signal quality has a positive impact on program quality. In addition, program investments affect both the signal quality and program quality, and program quality underlies program loyalty. Finally, no significant difference is found between local and international programs. The results of this study suggest that MBA programs, local as well as international, should send clear, consistent, and credible signals to their students in order to position their brands in the market where information asymmetry exists. A major contribution of this study is the use of signaling theory to examine the relationship between signal quality and service quality. Managers of MBA programs should keep in mind the costs associated with their false signals.

Yulia Stukalina (2010) the role of quality management in education is increasing. Managing for quality is now one of the major issues for educational organizations. One of the key tasks for education managers is to provide the learning process participants with an effective and motivating educational environment. Management of the educational environment presupposes giving a particular attention to students' needs and requirements in order to improve educational practice and enhance educational quality. Among other things having their impact on the educational environment effectiveness is to what extent it motivates students for further studies. In this context, we regard student motivation as an essential factor for the educational environment quality improvement. This paper considers some quality management procedures that can be used by education managers to provide qualitative changes in the educational environment. To improve the quality of the educational environment they may use several management tools, regular educational environment evaluation being one of them. It includes collecting student feedback, which is

a valuable source of analytical input in the process of the environment quality enhancement.

Yulia Stukalina (2012) Concern about the quality of higher education is on the rise in Europe. To provide quality enhancement of the educational environment higher education institutions should create and implement a strategy for their higher school improvement - a long-term action plan aimed at achieving organizational goals, which includes a) the management of the organizational units as interconnected and interdependent entities; b) the engagement of students in quality assurance activities as enthusiastic and responsible academic community members. This paper discusses the importance of using regular educational environment evaluation, which involves students' indirect participation in decision-making, as one of the most essential quality assurance activities associated with higher school improvement. It also emphasizes the significance of measuring student satisfaction in education, student satisfaction and student motivation being the result of student interactions with the educational environment in the form of students' perceptions of the educational services.

1.1 Research Hypotheses

Based upon the reviews, this study investigated with five hypotheses as follows

H_1 there is a significant relationship between tangibility and scholars delightfulness.

H_2 there is a significant relationship between reliability and scholars delightfulness.

H_3 there is a significant relationship between responsiveness and scholars delightfulness.

H_4 there is a significant relationship between assurance and scholars delightfulness.

H_5 there is a significant relationship between empathy and scholars delightfulness.

Research objectives of the present study

1. To determine scholars expectations about the quality of educational and administrative services of the Private Universities of Tamilnadu.
2. To assess the perceived quality of service delivered by the Private Universities of Tamilnadu towards arts and science higher education.
3. To examine service quality gaps found between perceived performance and expectations for both arts and science higher education research scholars.

1.2 Theoretical Background

A brief description of the five dimensions, as adapted to measure the service quality.

The Reliability Dimension involves consistency of performance and dependability of an organization, which means that the organization performs the services right at the first time and it delivers it promises. More specifically, areas that are evaluated under this dimension include: The promises and deliveries of the university to performance certain tasks/services by a given time; the ability of the university to execute the services right at the first instance; The genuine interest of the university to assist or solve the scholars' problem(s); the capability of the university to provide error free records and deliverables.

The Responsiveness Dimension refers to the willingness, readiness as well as timeliness of a university staff to provide services. For instance: the employees of the university will always be ready and willing to provide prompt services; the employees of the university are always willing and never be too busy to assist and response to students request and challenges; The employees of the university will always clearly inform the students when the given tasks or services will be acted upon.

The Assurance Dimension speaks about the competence, expertise, and courtesy of service staff as well as their ability to deliver trust and confidence to the students. This dimension relates to: the knowledge, skills and courtesy of the university's staff which will instill confidence among the students; the quality assurance of learning inputs and materials.

The Empathy Dimension relates the approachability and caring and individualized attention provided to students. This dimension is mirrored by these areas: The University will take concerted efforts to understand scholars' needs and problems. The university will extend individual attention to scholars'. Any decision made by the university will be of the best interest for scholars.

The Tangibles dimension looks into the physical aspect of the services, for instance, the physical facilities, physical presentation of the services, the appearance of the regional office and study centers etc., in other words, the following aspects will increase the tangible dimension of the students. The physical facilities of the university, such as new buildings, advance information and communication Technology (ICT) system and equipments, comprehensive and quality learning materials, etc.,

1.3 Pilot study

A pilot study was conducted two private universities in Chennai city, Tamilnadu. From these two universities respondents were requested to make notes on the questionnaires if questions were unclear or difficult or difficult to interpret to determine whether the items were precisely interpreted by respondents. In this connection no corrections were required.

1.4 Reliability aspects

To assess the reliability of the measurement items of all the variables, an internal consistency check was carried out. To remain consistent with previous studies, Clark et al. (2009) had retested the measurement scale for allegiance to service quality. The reliability of the data was determined by mean, standard deviation and Cronbach alpha from the test yielded a record of 0.82 which is far above the cut-off line of reliability as recommended by Nunnally & Berstein (1994) and Nunnally (1978). To further check the reliability of the scale, internal consistency confirmation of the scale was carried and was reported to have an excellent reliability coefficient of 0.846.

2. Material and method

This is an empirical study which assesses the delightfulness level of research scholars toward service quality. The primary objective of the research will be to establish a means of measuring perceived, service quality within the context of the Private Universities in Tamilnadu, India. The data has been collected through structured questionnaire drafted using five point likert scale. Their responses were noted using the 5 point with '5 = strongly agree', '4 = agree', 3 = neither agree nor disagree', 2 = Disagree', and '1 = strongly disagree'. Form 400 questionnaires distributed among the scholars sample of 320 questionnaires were returned, response for respondent ratio (80%) and used for further analysis. The responses of scholars were processed and analyzed with help of mean, Pearson correlation and Regressions analysis. The sample technique selected is simple random sampling and adaptation of the SERVQUAL scale, data collection was done in the research scholar Arts and Sciences of the Private Universities in Tamilnadu and namely which are given below. Faculty of Arts as follows Economics, Social Work, Tamil and English and Faculty of Science as follows Mathematics, Physics, Chemistry, computer Science and Electronics. Whereby research Scholars have been selected to participate in the study.

Table 1: Basic outline of respondents

Respondent Profile	Faculty Wise	No. of respondents	% of Respondents
Male	Arts	75	38.00
	Sciences	120	62.00
Female	Arts	46	36.80
	Sciences	79	63.20
Age	24 – 30	137	42.81
	31 - 40	156	48.75
	>41	27	08.43
Faculty Wise			
Arts	Economics	29	09.06
	Social Work	27	08.43
	Tamil and English	40	12.50
Sciences	Mathematics	59	18.43
	Physics	53	16.56
	Chemistry	49	15.31
	Computer Science and Electronics	63	19.68
Scholar Wise Higher Education			
M.Phil	Arts	55	17.18
	Sciences	98	30.62
M S (Research)	Sciences	20	06.25
PhD	Arts	43	13.43
	Sciences	104	32.50
Religion wise Research Scholars	Hindu	141	44.06
	Muslim	71	22.18
	Christian	86	26.87
	Others..,	22	6.87

The research scholar involves those who are currently pursuing full time M. Phil, M.S. (Research) and PhD cited above faculties at the Private Universities of Tamilnadu, India.

In gender wise male group 38% of respondents from faculty of arts out of 75, female category 36.80% of respondents in arts department out of 46, in male 62% of respondents are in science department and female 63.20% out of 120 respondents are from faculty of sciences. Age wise (24 – 30) there are 42.81 respondents out of 137 from (31 – 40) there are 48.75 respondents out of 156 (above 41) age peoples 8.43% has responded out of 27. Next faculty wise details as follows faculties in arts especially in economics 9,06% has responded out of 29, faculties in arts especially in social work 8.43% has responded out of 27, Faculties in arts especially in Tamil and English (Linguistics) 12.50% has responded out of 40. Faculties in sciences 16.57% of physics specialization has responded out of 53, 15.31% of chemistry specialization has responded out of 49 and 19.68% of computer science and electronics specialization has responded out of 63. Subsequently related scholar wise higher education details as follows M.Phil faculties 17.18% of arts have responded out of 55 and 30.62% of science has responded out of 98. M.S (Research) 6.25% of science faculties has responded out of 20/. PhD 13.43% of arts has responded out of 43 and 32.50% of science has responded out of 104. And religion wise as follows there are completely 320 peoples, 44.06% out of 141 has responded in Hindu category, 22.18% out of 71 has responded in Muslim category, 26.87% out of 86 has responded in Christian category and 16.87% out of 22 has responded are other religion.

Table 2: The Relationship between Tangibility and Scholars delightfulness for faculties wise

Faculty Wise	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
Arts	.607	.368	.364	.45759	.368	91.574	1	157	.000
Sciences	.510	.260	.255	.50844	.260	55.898	1	159	.000

Hypothesis 1: There is a significant relationship between tangibility and scholars' delightfulness.

The relationship between tangibility and scholars' delightfulness was investigated using Pearson correlation coefficient for the two faculties of respondents (Arts and sciences research scholars). The results in Table 2 indicates, a strong and positive relationship between Tangibility and scholar delightfulness (R Square = .364, n=320, p<.01). This means that 26% of their delightfulness is determined by tangibility. However, arts scholars are more satisfied or having stronger relationship between tangibility and delightfulness. It is determined by tangibility.

Table 3: The Relationship between Reliability and Scholars delightfulness for faculties wise

Faculty Wise	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
Arts	.751	.564	.561	.38035	.564	202.776	1	157	.000
Sciences	.665	.443	.439	.44134	.443	126.211	1	159	.000

Hypothesis 2: there is a significant relationship between reliability and scholar' delightfulness.

The relationship between reliability and scholars' delightfulness was investigated using Pearson correlation coefficient for the two faculties' respondents (Arts and Sciences research scholars). The results in Table 3 indicates, a strong and positive relationship between reliability and scholars' delightfulness exists among Arts research scholar (R square = .561, n=320, p<.01). Meanwhile same table

below row shows the relationship between international scholars' delightfulness towards reliability also shows strong and positive relationship (R square =.439, n=320, p<.01). This means that 44% of their groups of respondents (Arts and Sciences research scholars). The results in Table 3 indicates, a

strong and positive relationship between reliability and scholars' delightfulness exists among Arts research scholar (R square =.561, n=320, p<.01). This means 56% of their delightfulness is determined by reliability.

Table 4: The Relationship between Responsiveness and Scholars delightfulness for faculties wise

Faculty Wise	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
Arts	.811	.658	.656	.33682	.658	301.776	1	157	.000
Sciences	.677	.459	.455	.43491	.459	134.714	1	159	.000

Hypothesis 3: There is a significant relationship between responsiveness and scholars' delightfulness.

The relationship between responsiveness and scholars' delightfulness was investigated using Pearson correlation coefficient for the two faculties of respondents (Arts and Sciences research scholars). The results in Table 4 indicates, a strong and positive relationship between responsiveness and scholars'

delightfulness exists among Arts research scholar (R square =.656, n=320, p<.01). This means 66% of their delightfulness is determined by responsiveness and shows the relationship between sciences scholars' delightfulness towards responsiveness, it also shows a strong and positive relationship (R square = .455, n=320, p<.01). This means that 46% of their delightfulness is determined by responsiveness.

Table 5: The Relationship between Assurance and Scholars delightfulness for faculties wise

Faculty Wise	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
Arts	.510	.260	.256	.49514	.260	55.296	1	157	.000
Sciences	.683	.467	.463	.43170	.467	139.096	1	159	.000

Hypothesis 4: There is a significant relationship between Assurance and scholars' delightfulness.

The relationship between assurance and scholars' delightfulness was investigated using Pearson correlation coefficient for the two faculties of respondents (Arts and Sciences research scholars). The results in Table 5 indicates, a moderate and positive relationship between assurance and student

delightfulness exists among Arts research scholar (R square =.256, n=320, p<.01). This means 26% of their delightfulness is determined by assurance and show that the relationship between sciences scholars' delightfulness towards assurance shows strong and positive relationship (R square =.463, n=320, p<.01). This means that 46% of their delightfulness is determined by assurance.

Table 6: The Relationship between Empathy and Scholars delightfulness for faculties wise

Faculty Wise	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
Arts	.612	.374	.370	.45544	.374	93.920	1	157	.000
Sciences	.761	.579	.576	.38370	.579	218.341	1	159	.000

Hypothesis 5: There is a significant relationship between Empathy and scholars delightfulness.

The relationship between empathy and scholars delightfulness was investigated using Pearson correlation coefficient for two faculties' of respondents (Arts and Sciences research scholars). The results in Table 6 indicates, a moderate and positive

relationship between empathy and scholars' delightfulness exists among Arts research scholar (R square =.370, n=320, p<01). This means 37% of their delightfulness is determined by empathy and shows that the relationship between sciences scholars' delightfulness towards empathy shows strong and positive relationship (R square =.567, n=320, p<.01).

This means that 58% of their delightfulness is determined by empathy.

3. Results

The findings for tangibility show that the mean for scholars is equal to 3.3069 or the absolute is equal to 3.0, this means that most of Arts research scholars agree with the tangible service provided. Meanwhile the mean of "tangibility" for sciences students is equal to 3.35043; this means that most of sciences research scholars agree with the tangible service provided.

The mean for "reliability" equal to 3.4956 or the absolute is equal to 3; this means that most of the Arts research scholar also agrees with reliability of service provided. Whereas, the mean for reliability for sciences research scholars is equal to 3.5093, this means that most of sciences scholar were more satisfied than arts scholar with reliability of services provided.

The mean for "responsiveness" is equal to 3.4544 or the absolute is equal to 3.0, this means that most of the arts scholars are satisfied with the responsiveness of service provided. For the sciences scholars, the mean of responsiveness is equal to 3.2453 or the absolute is equal to 3.0, this means that Arts research scholars are more satisfied than sciences research scholars are.

The mean for "assurance" for Arts research scholar is equal to 3.7563 or the absolute is equal to 4, this means that most of the Arts research scholars are more satisfied with the assurance of service provided. For sciences research scholars, the mean of assurance is equal to 3.5885 or the absolute is equal to 3.0, this means that the arts research scholars are more satisfied than sciences research scholars are more satisfied than sciences research scholars are.

The mean for "empathy" for arts research scholar is equal to 3.2805 or the absolute is equal to 3.0, this means those arts research scholars are satisfied with the empathy of service provided. For sciences research scholars, the mean is equal to 3.3752 or the absolute is equal to 3, this means that the sciences research scholar. Below are discussions of hypotheses.

4. Conclusion

Determining and assessing scholars' delightfulness with their educational experiences is not easy, but can be very helpful for the universities to build strong relationship with their existing and potential scholars the results indicated that arts and sciences scholars have strong relationship with depending variable. Furthermore, the results of the study declared that the areas of the universities services quality that attain the requirements and needs of scholars and their expectations have better potential to build strong relationship with scholars delightfulness. The results also indicate that generally higher education's scholars are satisfied with the service quality performed by the Tamilnadu private universities of ASHE, i.e. tangibility, reliability, responsiveness, assurance, and empathy. In other words, Tamilnadu private universities of ASHE have successfully implemented their strategic improvement service quality. It is important information to build market positive perception on Tamilnadu private universities of ASHE in serving its scholars and It will leverage learner intention and brand awareness of Tamilnadu private universities of ASHE' quality, especially for foreign students. It is one of the main parts of Indian Higher Education Ministry's strategic platform, which is to attract as many sciences research scholars as possible to study in Indian universities. Therefore, it is important for Tamilnadu private universities of ASHE to continuously towards ensuring that the service provided can really meet or exceed the expectation of scholars. For those are able to do it, will have the advantage to be more spirited and resilient and it is not about big or small but speed. Small institutions which can make quick and better decision have better potential to increase their market share. By doing so, higher education from Tamilnadu can become a major force in the industry at both domestic and international market.

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