

Influence of student-perceived service quality on sustainability practices of university and student satisfaction

Student
perceived
service quality

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Abstract

Purpose – The past decade has seen a proliferation of research on service quality in education. However, little attempt has been made to understand the impact of student perceived service quality on sustainability practices of the university or the effect of such practices on student satisfaction. To bridge this gap, this paper aims to propose a conceptual framework to examine the relationships between service quality, sustainable practices and student satisfaction from the perspective of students.

Design/methodology/approach – A quantitative methodology was employed, and data were collected through an online structured questionnaire. Responses were gathered from undergraduate students ($n = 419$) studying in four colleges affiliated to a university in Delhi, India. Exploratory and confirmatory factor analyses were used to validate the instruments. Structural equation modelling was used to examine the associations between the constructs.

Findings – The research revealed that student perceived service quality in education has a significant effect on their perception of sustainable practices of the university and student satisfaction. Further, sustainable practices predict student satisfaction.

Research limitations/implications – The findings may guide the key decision-makers in the education industry to incorporate service quality and sustainable practices in their strategy and thereby enhance student satisfaction.

Originality/value – This research is the first of its kind to examine the impact of service quality as perceived by students on the perception of sustainability practices of the university. Further, it empirically tests the effect of perceived sustainability practices on student satisfaction.

Keywords Service quality, Structural equation modelling, University education, Student satisfaction, Sustainability practices

Paper type Research paper

Introduction

The landscape of higher education in India has undergone a major transformation over the past decade, with heightened competition for students, staff and resources (Bauk and Jusufriani, 2014). The survival of higher education institutions is dependent on their ability to provide



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