An empirical analysis of Excellence in Global Market Competition towards Higher Educational Institutions service quality dimension

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Abstract  
The effectiveness of an institution rests upon the contribution that each of the institution’s programs and services makes toward achieving the goals of the institution as a whole and better understanding of Excellence means competition. This is an empirical research which is descriptive in nature and relied mainly on primary data collected through a structured questionnaire to study the perception of all aspects of competition in higher educational institution. One cannot be excellent in everything. The search of quality has become an important consumer trend (Parasuraman et al. 1985, 1988) and a whole industry centered on the measurement of a consumer and perceived quality satisfaction has arisen (Berry et al. 1988). “Quality is excellence” means quality requires selectivity including Students, Staff and leadership. Student as the prime customer of higher education institution. Reliability statistics very high value in Placement Facility and Personality development respectively 0.857 and 0.841. Out of 355 respondents service quality dimensionality and personality development, placement facilities leads to student satisfaction. Placement and tangibility inferred that high respectively 0.70 and 0.50 So, this paper empirically analyse student satisfaction how contribute excellence through identification of strong and weak variables of service quality dimension by eduQUAL instrument, personality development and Placement facility related aspect.

Keywords: Higher education institutions, Excellence, Competition, Service quality dimension, eduQual instrument, Student satisfaction

Introduction  
The emergence of the liberalization of education has forced Higher Educational Institutions (HEI) to strive for international standards in order to be able to compete with their competitors. In addition, the student’s demands are getting more and more complex. The HEI then must ensure that the students receive high quality service. HEI have responsibility to produce graduates that are able to accommodate challenges emerging in society, such as graduates producing high quality profile and competence. Education today is subject to the same pressures of the marketplace. Profound changes in competition have made universities and higher education institutions think like business. A number of factors have forced the higher education sector to become much more competitive in its approach to attracting and retaining students. Meanwhile, there are some strategic challenges envisaged by HEI, i.e.: Offer high quality, challenging academic programs that influence and respond to a changing society. Preserve and enhance educational processes through the application of active learning principles. Promote excellence in teaching, research, scholarship, and service. Recruit and retain a diverse university population. Foster a collegial, trusting, and tolerant environment. Provide safe, accessible, effective, efficient, and inviting physical facilities. Provide responsive, efficient, and cost-effective (educational support) programs and services.

HEI also have to adjust them and develop strategies to respond rapidly to the changes in organizational environment and increasing demands of stakeholders. The higher education (HE)
industry worldwide is facing a dynamic and turbulent environment due to trends such as changing demographics in student populations, decline in public funding and greater emphasis on information and communication technologies in learning and teaching[1]. HE is shifting from a public service to a market-driven one and universities now face pressing concerns such as financial constraints and global competition. As a result, HEI are faced with the need to reform many of their existing management practices and mindsets. One of the current issues of interest is the need for performance management, especially measurement of quest for excellence. Classical Work division, mechanistic orientation, hierarchical coordination Peters and Waterman 1982 “Excellent companies present the strengths of innovation, ability to change and a leadership that excels through their vision and values”. A bias for action Being close to the customer Autonomy and Entrepreneurship Productivity through people Hands on value driven Stick to the knitting Simple form, lean staff Simultaneous loose tight Properties Behavioural Emphasis on human, motivation of workers Peters and Austin 1985 emphasised Care of Customers, Constant Innovation, People, Management by Walking Around, Socio-technical. The enrichment of tasks and the implications of the actors in defining the socio technical Organizational environment (under a dynamic perspective) Peters 1988 Constant improvement and constant change High value added Quality Flexibility Structural / Systems Global treatment, combination of management theory and hard sciences Xerox Excellence Models 1990,2002 Management Leadership, HRM, Business Process Mgt, Customer/ market focus Information utilization and quality tools, Business Results, Neo-classical Combination of learning from the classical and behavioral school Peter Senge 1990 Influenced by Argyris, Forrester, Deming and Dewey Shared vision Personal Mastery Working with mental models, Team learning, Systems thinking, Sociological Analysis of organizational actors, their behaviours, the importance of power can lead to excellence, Aubert and de Gaulejac 1992 Intrinsic obedience, Explicit Support (training, evaluation, positive re enforcement) Implicit Support (internal competition, always more mindset and implicit management requirements, McKinsey 7S Strategy, structure, systems, staff, shared values, skills and style, Deming Prize, MBNQA, EFQM Rating organizational practices according to specific criteria Guide organizations to become excellent Offer a holistic management framework Pascale and Athos 1981 Focus on human and superior values to form a guiding vision. The 4P model Dahlgard and Dahlgaard- Park 1999;2003, People, Partnership, Processes, Products, Toyota 4P model Likert 2004 Philosophy, Process, People and Partners, Problem Solving Source: Hermel, P and Ramis-Pujol, J., (2003). An evolution of excellence: some main trends, Vol.15, No.4, pp.230-243 (adjusted and supplemented)

Review of Literature

Goldin & Katz, 2008; Machin, (2011) emphasized on Education is not the great leveller that people once hoped it would be Increase in the demand for skill – so no doubt that education and skills are critical for success.

Macmillan and Vignoles (2013); Chowdry, Crawford and Vignoles (2013) Analyzed student position after finish their programme, results hold even when controlling for – where the person went to university, what they studied, how well they did, whether they studies for a post- graduate qualification. With respect to this Higher education institutions can easily identify students requirement, how to improve service process and also incorporate suggestive measure to the betterment of their institutional survival.

National Knowledge commission XI Plan: 2007-12. In view of the critical role that knowledge institutions would play in making India a global leader in the 21st Century and in meeting the growing aspirations of the large component of the young in India's population, there was little doubt that education and related sectors would merit large infusion of resources in the XI Plan. It was also apparent that institutional reform would need to supplement this infusion. But we must emphasize the urgency of the situation, because our future depends on it. We are convinced that it is important to act here and now. At the same time, we believe that there is an opportunity in this crisis. Given the demographic reality of a young India, expansion, inclusion and excellence in higher education can drive economic development and social progress. Indeed, what we do in the sphere of higher education
now can transform economy and society in India by 2025. Understanding the main dimensions of student satisfaction and the factors that influence student satisfaction has a few potential benefits and applications for both institutions and students (Wikiversity: Web source). Not by chance many studies were dedicated to analyzing the factors having their impact on university student satisfaction. The study performed by Wiers-Jenssen et al. (2002), shows that the most important determinants of student satisfaction are the academic and pedagogic quality of teaching. Other researchers mention the following factors: student centeredness, the social climate and instructional effectiveness (Elliott, Healy 2001), course content and social aspects (Garcia-Aracil 2008). Thus, student satisfaction is supposed to be inspired by various aspects of the educational environment; these aspects being related to different organizational processes and the results of the organization’s operation. Learners’ assessment of the educational environment quality can serve as an efficient mechanism employed for generating evaluative information about the basic aspects of the environment. Besides, according to Hutchinson (2003), assessments themselves are typically “a strong intrinsic motivator for learners”.

**Objectives of the Study**

1. To Know the conceptual part of completion and market in higher education
2. To analyse Dimensions of service quality positively influences the quality of education
3. To suggest ways and means to win over competition and excellence in higher education

**Research Methodology:**

Research areas: Selected districts like, Virudhunagar, Madurai Coimbatore and Theni

Research Design: A descriptive research study is required for find out the quality and usefulness of Higher education institution competition and excellence.

Sampling Method: The population for this research consisted of “selected” HEIs of selected districts which includes major districts of southern TamilNadu. The population (universe) is finite and simple Random sampling method will be adopted for selecting samples from the Universe.

Determination of sample size: A Sample design is a definite plan for obtaining a sample from a given population. It refers to the technique or the procedure the researcher would adopt in selecting items for the sample. The sample size of research is 355.

Method of Data collection: In the present study, collect the primary data through structured” Questionnaire” of selected district of southern part of TamilNadu Higher education institution student customer.

Data analysis: The primary data will be collected through well-structured and pre-tested questionnaire. To ensure comprehensiveness and internal consistency of questionnaire a pilot study will be conducted in the research area. The analysis will be undertaken with a view to give a clear cut idea from the primary data collection. Various tables, diagrams and charts will be incorporated to make it more useful and easy to understand. The software packages employed for the study are AMOS 16.0 and SPSS 18.0 for Windows. Structural equation modeling also used.
Data Analysis and Interpretation

Inference:
From the above table inferred that 48% of respondents belong to male category and 52% of respondents belong to female category. Reliability statistics very high value in Placement Facility and Personality development respectively 0.857 and 0.841. Out of 355 respondents service quality dimensionality and personality development, placement facilities leads to student satisfaction. Placement and tangibility inferred that high respectively 0.70 and 0.50. Empathy dimension not that much preferredness when compare to the other perceptional items from student.

Demographic Profile

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Gender</th>
<th>No.of Respondents</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Male</td>
<td>171</td>
<td>48</td>
</tr>
<tr>
<td>2.</td>
<td>Female</td>
<td>184</td>
<td>52</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>355</td>
<td>100</td>
</tr>
</tbody>
</table>

Reliability Statistics

<table>
<thead>
<tr>
<th>Construct</th>
<th>Tangibility</th>
<th>Reliability</th>
<th>Responsiveness</th>
<th>Assurance</th>
<th>Empathy</th>
<th>Personality Development</th>
<th>Placement Facility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cronbach's Alpha</td>
<td>0.812</td>
<td>0.800</td>
<td>0.685</td>
<td>0.766</td>
<td>0.801</td>
<td>0.841</td>
<td>0.857</td>
</tr>
</tbody>
</table>
Global Competition

The field of global competition in higher education is comprised by networked relationships between the different national education systems and the individual institutions within them. The network is uneven, incomplete in its geographical and disciplinary coverage, and continuously expanding. Individual institutions in the network enjoy partial autonomy as global agents on their own behalf, while also touched by nations and governments and ever subject to the flow of messages and the play of contingency. Some nodes in the network are more open than are others to external influences; and only some of the nodes are shaping of the network itself. The nations/institutions are arranged in a hierarchy in relation to each other, albeit a hierarchy that is never Simon Marginson 200 completely closed. The leading American research universities constitute the global ideoscapes, the dominant models of and ideas about university education, a role that is powerfully reinforced by the weight, direction and meanings of communications and the materiality of the flows of capital. This is unsurprising: global networks are typically asymmetrical and tend to be dominated by the world leading powers that control the networks (Braudel, 1981, pp. 402, 415; Castells, 2000). The vast majority of students continue to be educated within their citizen national systems and in response to nationally bound and locally bound signifiers of status. Nevertheless, for a growing number of students, global competition now replicates and extends national competition in higher education. In addition, global competition constitutes something novel and dynamic, especially in the capitalist form of higher education, which becomes much more important at global level. Increasingly, we find that global competition has a transformative potential that washes back to the national level and begins to supersede national competition, at least in some nations and fields of education. As discussed below, this tendency of global competition to displace national competition is notable in doctoral training and visible more generally in the emergence of a world market in elite English-language university education. Globalisation, Nation Institution, Trans-national educational practices have a very long history but scarcely constituted a structured global competition of providers and nations, and competition of students for access to the most favourable opportunities, until the last three decades or so. Today’s global competition in higher education has two roots. The first root was the provision of scholarships enabling students, mostly from the developing world, to study in the English-language nations and in Western Europe. These scholarship schemes originated in the decolonization programs and cold war foreign policy programs of the 1950s and 1960s, and accustomed a growing layer of families from the governmental, business and professional elites of the emerging nations to the idea of foreign study as a means to individual distinction. The second root was the movement of private students from the developing nations, especially Chinese families from different parts of Asia, to study in the OECD world. There was less policy focus on private students [19] but the private students constituted a larger group than the scholarship students. Though sometimes these private students paid full fees, often their places were fully or partly subsidised by the nation of education and subject to quotas restricting numbers. While the scholarship students were often enrolled in research degrees and expensive professional training such as medicine, private students were generally found in coursework degrees in practical fields such as business and engineering. Cross-border movements by each of these groups of students have continued until today.

Conclusion

In order to get success in Higher education institution they can make use of all the Dimension of service quality, personality development, placement facilities related aspects of excellence for the betterment of their survival in the higher education as well as country growth for socio-economy status. This empirical research analyse student satisfaction through their perception and expection level. To win over the competition and attain excellence service quality dimensionality personality development and placement facilities help to achieve success in their field.
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