A STUDY ON SENIOR SECONDARY SCHOOLS IN INDIA USING EDUQUAL VARIABLES

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ABSTRACT

Many years after the industrial revolution, the trend in the market started to focus more on the consumers. The needs of the consumers were the primary focus for the institutions which resulted in people inventing new models to better understand the consumer. One of these models was SERVQual model which measures the expectation and the perception gap in the service and recommends which area needs improvement. As time went by, this model evolved and was modified to understand the needs of different services. One such model is known as EDUQual model. These are some variables which is used to measure the perception and expectation of students from educational Institution. This model has been used by many researchers in different countries to better understand the performance of educational institutions. Many of them has been conducted in India as well but none of them has been conducted on senior secondary schools since most of the study has been focusing on institutions who provide undergraduate and postgraduate courses. This study has been conducted to understand the perception of senior secondary schools in India and how can one make improvements in it. It concludes that the difference between the expectation and the perception of the service is high and the satisfaction is correlated to many factors like infrastructure and responsiveness which challenges the conventional idea that the satisfaction is only related with academics.

Keywords: EDUQUAL, Senior Secondary Schools, Quality Measurement, Expectation, Perception, Indian Education, Service Quality Measurement.

INTRODUCTION

In this dynamic world the quality of service has been a very competitive factor. Senior secondary education has been a very promising topic for the policymakers as it he helps the student to recognize what they really want to pursue ahead. Specially in developing countries like India who caters to a large population it is very important to assess the quality of education from time to time in order to make improvements and make sure that their service is aligned to the satisfaction of the ultimate customers who are the students. Mostly when we talk about expansion or improvement educational Institute, we usually refer to the quantitative aspect and in terms of increasing infrastructure but it is hardly considered by the internal stakeholders to take a feedback from the students who are the ultimate customer of be service in order to improve their service quality and update their methodology. The quality enhancement scheme requires the authorities to consider the feedback from the students and should be a mandatory practice for their own benefit.

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The total quality management has been an interesting factor to be considered by the educational institutions and they've been experimenting with the concept sense 1980s and have been a part of their continuous quality improvement program. It has been proven extremely helpful as it has led to more satisfied faculties and staff members, updated course curriculum and meeting student's expectation. It is always better to evolve and update the service and keep up with the rest as we move into an era where the focus on the customers have increased significantly end ignoring their feedback or comments will be very harmful for the Institute in the long run.

A study suggests that the crucial factor for implementing change in the quality is leadership which means that the senior management must be the most concerned party who should be focused on the quality of the service and focus on how to improve it. unless until the senior manager is focused on improving the quality on a continuous basis it would not be possible to bring changes in the quality of the service. The staff and the teachers are only responsible to carry the procedure forward but there should be some way to monitor those performance and use feedback as a way to update the course curriculum and bring changes to the service they are providing.

When it comes to the quality of education, it might be a difficult issue since there are a lot of stakeholders who are in need of many things. Therefore, a very comprehensive work has to be conducted in order to understand everything that is to be required for measuring the quality of the service and improve it. It would be unfair to just measure the quality of education from the academic result of students because that displays the end result and not the overall service. It would be difficult to gather all the factors in which we should measure the quality of the service since there are so many things which contributes to the environment of the service. There has not been one universal standard to measure the quality of the service. So, in this study we will be using the EduQual which has been proved useful for such kinds of study and has helped in understanding the quality of the educational service and analysing the Gap between the perception of the ultimate customers which are the students.

EduQual Model

For quality measurement it has become a common practice to use the SERVQual measures which has been proven to be very useful because of the dimensions which they have included in the model has been appropriate for measuring the quality. When it comes to higher education it's hard to say that the dimensions can be applicable to an education Institute since most of it is intangible and there are aspects where we have to see how much of the Institute is providing in terms of future growth. For this reason, this model was formulated where the measures has been tailored perfectly for an educational Institute and is appropriate to be used for study like this.

REVIEW OF LITERATURE

When it comes to education, it is very difficult to narrow down to a few terms which can define the quality of the performance of the school. In order to solve this issue some standards are decided in the model of EDUQUAL. This model has factors which helps in assessing the primary function of the institution. This study was conducted on technical institutions and the results were communicated to the administrators so they can take necessary steps (Mahapatra &

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Khan, 2007). A lot of educational institute have been performing less than what is expected of them and the main concern is that they fail to understand what is the need of the students. This led to a gap in the desired and the received services. It creates more problems as they fail to understand the need of the students and then fail to fulfil their needs. A continuous upgradation in the curriculum and in the course is required for the school to keep up with the environment (Anbazhagan, 2011).

In this ever so competing world, having a formal education and is not enough to stay ahead of the competition. So, this study has been conducted on prospecting students who have been asked about what they are expecting so that a complete understanding can be formed and communicated to administrators (Pratomo, 2015). This paper explores and compares the four alternative measures of service quality. The four measures are EduQUAL, EduPERF, Weighted EduQUAL, Weighted EduPERF. The Main objective of this study is to find out the reliability of these measures to check and see how good they are at measuring the quality of a service (Narang, How do we measure service quality in management education? An exploratory study in India, 2013). This study takes place in educational institutes in Vietnam where their objective is to find out the satisfaction of the students w.r.t the education system and what they feel about it. It uses the Eduqual instrument which is developed over the model of SERVQual which is formulated by Parshuraman. It discussed about the facilities, the curriculum and other services offered by the education institutes in the city of Hochiminh. This paper focuses on the fact that most of the measures of service quality is subjective and is extremely difficult to measure. This paper has found out an instrument which is originally derived from the SERVQual model and modified it to a certain extend that it can be used for measuring educational institute as well (Mahapatra & Khan, 2006). A study was conducted in management students to measure their expectations and what they are receiving in the business schools. This study explores the gap which has been existing in the institute but has not been acknowledged by the authorities (Narang, How do management students perceive the quality of education in public institutions?, 21 September 2012). The study is based in Indonesia where there is a cut throat competition in educational institution. For a developing country the education is vital for major reasons like eradicating poverty and providing employment. This study is conducted to access the quality of the educational institution (Magdalena, 2019).

This study is conducted to advance the work done in SERFQual and match it to an educational setting. The factors which are used in SERFQual are changed to measure the competency of the institution. These are then communicated to the administration so that they get the feedback and close the gap (Khan, 2015). This paper focuses on the dimensions which are required to measure the quality of an educational institution. It has been testing the dimensions which are stated in SERVQual, and check the validity of these dimensions on educational institutes. This study checks on how the service is perceived by the students and what they are expecting from it (Shanmuga, 2015). This study has been taken place in the tertiary colleges in Mexico where the author talks about how they tested the model TEduPERF to assess the institutes on the countryside of Mexico. It is then used to communicate to the management about the Gap between the service provided and the perceived services. (Francisco, 2016)This study focuses on the dimensions on which we can measure the quality of higher education. These dimensions are inspired from SERVQual which was originally meant for measuring services. It also focuses on arriving at the best dimensions which will be the best indicator of measuring higher education (Shanmuga, 2015).

A process known as the data envelopment analysis is used to measure the decision-making

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units which of the institutions in India who specialize in technical studies. This is believed to be the best way to measure the performance of an educational institution. The efficiency of this method is tested to see if this is the correct method of evaluation or not (Khan, 2007).

The author believes that each course must have its own dimensions for measurement and there cannot be one set of dimensions to cover all the courses. So, in this article the author discusses what are the dimensions on which we can measure the performance of management courses (Manoj, 2014). This paper is used to create a model for service quality measurement in higher education in India. It includes distribution of questionnaire which has 4 sections to correctly measure the performance of the educational institute in India. (Senthil, 2011)In this study the author focuses on the difference in the perception of the students pursuing business in public and private universities. It uses the EduQUAL instrument which is inspired by the SERVQual model (Khan, 2006).

E learning has been proven to be a very useful way for many people who prefer to distance learning. In this study the author uses a modified model of the SERVQual in order to measure the performance of e-learning websites. (Godwin, 2011)In this study the mobile network industry in Jordan is measured with the help of SERVQual dimensions. According to the study it was found that the customers usually focused on three factors out of the SERVQual model whereas managers consider five measures in the SERVQual model. (Abu-El Samen, 2013)The author focuses on developing a model to measure the service quality of primary healthcare centres in Malaysia. After taking sample of three hundred and forty randomly selected patients they concluded that there is a negative quality gap.

The unadulterated model of SERVQual was used to measure the service quality of retail companies in Indonesia. They concluded that tangibles and empathy are the two dimensions which affect the decision the most. (Haming Murdifin, 2019)The study has been conducted across 369 respondents in order to understand the performance of the retail industry end with the help of correlation and regression of the data which has been collected from the responded it can be concluded from this paper that the feedback on the performance of the retail stores in India is significantly positive

This study was conducted to measure the performance of educational institutes in Thailand. The result of the study is that the performance has not met the expectation of the undergraduate students. The SERVQual model has been used to measure the performance of the services. (Yousapronpaiboon, 2014) This study has been conducted to understand the gaps which has been mentioned in the model of SERVQual and an attempt has been made in order to relate the model dimensions in the gaps in order to understand the tool which can be used by other researchers for study (Skotnicka-Zasadzien, 2011).

The SERVQual model has been used as it is in order to assess the perceived service quality of the primary healthcare services in the country of Romania where the result showed that the gaps appeared in the dimension of tangibles study the author focused on 5 different courses and made a study on surf call model to check the gap which was present in the Institute. The most significant gap which was observed from this study was responsiveness which had a very significant gap between what was perceived and what was received by the student. The rise of private education institution has increased significantly over the past few years end in fact it has Bing noticed that the number of students enrolled in public school is half of the number of students enrolled in private schools (Tilak, 2015).

This article discusses about how the educational sector has been through a paradigm of change post-independence. It also addresses the shortcomings in the system and raises questions

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which needed to be asked to the sector and points out the areas where the school is unable to perform. Article also discusses what schools and educational institutes must do in order to prepare the children to face the ever-developing world. (Saravanakumar, 2014)In this article the author has conducted several interviews with Higher education leaders in order to understand the present scenario in the Indian education system. It he also looks at how it can be useful for the United Kingdom to assist the demand of higher education in India by providing quality education.

Since we know that the higher education in India is occupied with many sorts of problems like economic and social show this article focuses on the use of ICT which is very good tool for the students to use in this difficult time. It also suggests how information and communication technology can change the way we look at education because it helps us to connect to the world almost in a very instant. This article focuses on the discrimination which has been in the education sector of India due to caste gender religion or other criteria which has create some sort of barrier for some students to attain higher education. Also focuses on which ethnic group has been performing well and which ethnic group has been deprived of such opportunities so that it can be seen that where the focus should be more and corrective actions must be taken in order to deplete the gap which is separating them (Tilak, 2015).

Hypotheses Development

H_1: *There is no significant difference between the nature of the course and the perception of the respondents about the EduQual Dimensions*

H_2: *There is no significant difference between the Board the institute is affiliated to and the perception of the respondents about the EduQual Dimensions*

H_3: *There is no significant difference between the gender of the respondents and the perception of the respondents about the EduQual Dimension*

RESEARCH METHODOLOGY

For this particular research descriptive research design has been adopted. After carefully examining the literature it is safe to say that the research can only be possible with a questionnaire consisting of matrices and Likert scales. For this particular research a question there was formulated using the variables.

The questionnaire consisted of 4 sections. The first section asks the respondent about their demographic characteristics, the stream they chose and to which board did they affiliate themselves as. The second section asked what they had expected from the school which consisted of 5 dimensions and total of 28 factors on which they have to choose in a Likert scale which displayed the amount of satisfaction they were expecting from the educational Institute. The 3rd section asks the respondents what they actually perceived the experience as. It contained the same 28 questions and 5 dimensions. The last section consisted of only three questions which would summarize their overall experience: first being how likely they are to recommend the educational Institute to others, second being how much would they rate their overall satisfaction and the last question was how much would they rate the overall service quality. The questions in the 4th section had a scale from 1 to 10.

After examining the literature of this topic, it is easy to determine what kind of analysis can be used for the data. Since we have two databases the first thing will do is to find out the

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mean, standard deviation and the difference in their mean to get an idea about the data. After this we can use a correlation matrix to see the correlation among different dimensions. This gives us an idea as in what dimensions are linked and by how much, and then we can correlate the dimensions with the satisfaction and overall service quality clearly see which factors affect the most. The statistical tests which is possible in this data is independent sample T test so that we can see if the demographics play a part in the behaviour of the students and how different are, they from each other. So independent sample T test is conducted in the streams people of chosen, the board they are affiliated to and gender to make inferences from the available data.

Analysis and Results

The total number of sample size is 173 out of which 58% are from CBSE affiliated schools, 16% are from ISC affiliated schools and 25% from state board affiliated school. Out of the total sample size 27% are from science background, 38% from famous background and 35% from humanities background. Out of the total 173 respondents 47% are man and 53% are women.

Descriptive Statistics

Table 1
MEAN AND STANDARD DEVIATION OF THE PERCEPTION

EduQUAL Dimensions	EduQUAL Variables	Mean	Std. Deviation
Learning Outcomes (Cronbach alpha value = 0.796)	Training on state of art Technology	3.22	1.161
	Practical Orientation in Education	3.31	1.103
	Adaptability to modern Technique	3.29	.835
	Design of course structure-based on job requirement	3.02	.886
	Problem solving skill	3.32	.854
	Sense of Social obligation	3.66	.750
Responsiveness (Cronbach alpha value = 0.879)	Prompt service at service departments	3.32	.975
	Courteousness and willing to help	3.78	.939
	Cleanliness, orderliness, systematic and methodical	4.02	.852
	Transparency of official procedure, norms and rules	3.58	.909
	Adequate facilities/infrastructure to render service	3.91	.837
Physical Facilities (Cronbach alpha value = 0.936)	Well-equipped laboratories with modern facilities	3.83	1.018
	Comprehensive learning resources	3.83	.947
	Academic, residential and recreational facilities	3.69	.968
	Aesthetic views of facilities	3.61	.925
	Training in a well-equipped communication laboratory	3.58	1.157
	Opportunities for campus training and placement	3.16	1.143
	Effective classroom management	3.83	.870
Personality Development (Cronbach alpha value = 0.869)	Encouragement for sports games and cultural activities	4.06	.688
	Enhancement of knowledge	3.96	.710
	Adherence to schedule	4.13	.720

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	Extra academic activities	4.09	.837
	Recognition of the students	3.95	.749
Academics (Cronbach alpha value = 0.848)	Adequacy of subject teachers	4.02	.610
	Available regularly for students' consultation	3.90	.797
	Close supervision of student works	3.82	.894
	Teachers' expertise in subjects	3.94	.877
	Good communication skill of teachers	4.09	.794

In this table we can see all the factors which were asked in the question along with the dimensions Table 1. Reliability test has been conducted on these dimensions and the scores are written alongside them, from which we can say that this data is fit for analysis purposes. The Cronbach Alpha value of the whole data set is 0.947 which tells us that it can be very useful for analysis.

We can see alongside the factors there are the mean and the standard deviation of the total responses which were received by the respondents. The maximum mean score is from the factor "*adherence to schedule*" and the minimum mean is from "*design of course structure based on job requirement*". This tells us that the senior secondary schools in India are very strict when it comes to a schedule but the people have responded that the course syllabus is not related to the jobs in the future are the courses which they wish to pursuit in the future. Other than the stated obvious we can also see that most factors which have a high rating fall under the category of personality development which means that people strongly feel that the senior secondary schools contribute strongly to the personality development. Meanwhile on the other end of the spectrum the dimension with the lowest mean is from the learning outcomes which tell us that people don't strongly believe that the senior secondary schools have much contributed in their overall learning. This matrix represents the correlation among the different dimensions with each other.

Table 2
CORRELATION MATRIX OF THE PERCEPTION

Dimensions	Learning outcomes	Responsiveness	Infrastructure	Personality Development	Academics
Learning outcomes	1	0.600	0.682	0.347	0.422
Responsiveness	0.600	1	0.701	0.522	0.428
Infrastructure	0.682	0.701	1	0.641	0.472
Personality Development	0.347	0.522	0.641	1	0.578
Academics	0.422	0.428	0.472	0.578	1

The purpose of devising this matrix was to see if there's any strong correlation among the dimensions. From the table we can see that there are three instances where the correlation is above 0.6: The first correlation is between personality development and infrastructure second is infrastructure and learning outcomes and the third is responsiveness and infrastructure. The most common dimension which is highly correlated with other dimension is the infrastructure, which tells us that it is correlated to personality development, leaning outcomes and responsiveness Table 2.

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Table 3 CORRELATION OF THE PERCEPTION WITH THE CRITERION				
Dimensions	**Satisfaction**	**Sig.**	**Overall quality**	**Sig.**
Learning outcomes	0.462	.000	0.387	.000
Responsiveness	0.542	.000	0.383	.000
Infrastructure	0.696	.000	0.591	.000
Personality Development	0.526	.000	0.443	.000
Academics	0.477	.000	0.268	.000

We often forget that the students who study in the senior secondary schools are the primary customers and their satisfaction and how they judge the overall service quality is a very significant feedback to the overall experience. Here we prepare a correlation table with all the dimensions and the satisfaction and the overall service quality to see that which factors affect the most Table 3. As you can see the satisfaction is highly correlated to the infrastructure then do the responsiveness then to personal development then to academics and Lastly towards learning outcomes. Which brings up a very interesting inference that satisfaction is not only from the learning outcomes on the contrary it is least correlated to the learning's of the student while it is majorly affected with the infrastructure of the school and how well the school is physically fit to provide for the students Priya & Jeyakumaran (2015).

When it comes to the service quality, we can also say that infrastructure is the dimension with the highest correlation which is followed by personality development, learning outcomes, responsiveness and lastly by academics. The common things in these two observations are that infrastructure is highly correlated to both of them while academics and learning outcomes has very low correlation with satisfaction and overall quality.

Table 4 MEAN, STANDARD DEVIATION OF THE EXPECTATION AND DIFFERENCE BETWEEN THE MEAN SCORES OF EXPECTATION AND PERCEPTION				
EduQUAL Dimensions	**EduQUAL Variables**	**Mean**	**Std. Deviation**	**Difference in mean**
Learning Outcomes (Cronbach alpha value =0.868)	Training on state of art Technology	4.95	0.258	1.73
	Practical Orientation in Education	4.94	0.328	1.63
	Adaptability to modern Technique	4.95	0.437	1.66
	Design of course structure-based on job requirement	4.91	0.369	1.89
	Problem solving skill	4.91	0.234	1.59
	Sense of Social obligation	4.84	0.539	1.18
Responsiveness (Cronbach alpha value =0.841)	Prompt service at service departments	4.63	0.467	1.31
	Courteousness and willing to help	4.82	0.549	1.04
	Cleanliness, orderliness, systematic and methodical	4.88	0.637	0.86
	Transparency of official procedure, norms and rules	4.80	0.392	1.22
	Adequate facilities/infrastructure to render service	4.87	0.688	0.96
Physical Facilities (Cronbach alpha value =	Well-equipped laboratories with modern facilities	4.84	0.682	1.01

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0.897)	Comprehensive learning resources	4.85	0.775	1.02
	Academic, residential and recreational facilities	4.80	0.506	1.11
	Aesthetic views of facilities	4.77	0.267	1.16
	Training in a well-equipped communication laboratory	4.73	0.560	1.15
	Opportunities for campus training and placement	4.54	0.654	1.38
	Effective classroom management	4.88	0.630	1.05
Personality Development (Cronbach alpha value =0.703)	Encouragement for sports games and cultural activities	4.60	0.377	0.54
	Enhancement of knowledge	4.64	0.417	0.68
	Adherence to schedule	4.71	0.445	0.58
	Extra academic activities	4.50	0.529	0.41
	Recognition of the students	4.65	0.796	0.7
Academics (Cronbach alpha value =0.769)	Adequacy of subject teachers	4.94	0.211	0.92
	Available regularly for students' consultation	4.88	0.247	0.98
	Close supervision of student works	4.84	0.310	1.02
	Teachers' expertise in subjects	4.90	0.361	0.96
	Good communication skill of teachers	4.94	0.359	0.85

Here is a table of all the factors and the responses of the respondents regarding what they expected the factors to be. Along with the dimensions we can see the Cronbach Alpha value which is above the required threshold and the overall Cronbach Alpha value to be 0.928.

A longside the factors and dimensions, we can also see the average rating, the standard deviation and the difference between the mean score of the perception which was stated in the table earlier and the mean scores of the expectation which is stated in Table 4.

This table is important because it gives us an idea what people really want and which areas, they consider should be the focus of the educational Institute.

We can see here that the dimension with the maximum mean score is learning outcomes and academics which means that people have expected that the learning outcome and academics will be the primary focus of the educational Institute and we can also see that standard deviation is also low in those cases which tells us that almost everyone feels the same way and there's very few deviations in the responses. We can also see the difference in the learning outcome dimension is high so we can safely say that people have very high expectation regarding the learning outcomes from a senior secondary school and they do not get from the service.

Hypotheses Testing

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Table 5
INDEPENDENT SAMPLE T TEST AMONG THE DIFFERENT STREAMS AND THEIR PERCEPTION

	Science and commerce		Science and Humanities		Humanities and commerce	
Dimensions	**F value**	***P-value****	**F value**	***P-value****	**F value**	***P-value****
Learning outcomes	0.002	0.018	74.770	0.003	99.848	0.000
Responsiveness	6.545	0.012	22.271	0.001	75.345	0.000
Infrastructure	2.330	0.001	2.188	0.006	9.999	0.000
Personality Development	7.247	0.728	21.270	0.027	58.299	0.004
Academics	4.869	0.014	11.850	0.152	0.709	0.354

*Values assuming the means to be equal.

This statistical test was in response to the first hypothesis which was that there is no significant difference between the nature of the course and perception of the respondents. As we can see in the above table that we have compared the three streams among themselves to see if they are significantly different or not.

In the first comparison where we compared science stream and Commerce stream, we can see that except for personality development all the dimensions have a *p-value* less than 0.05 which means that other than personality development the other dimensions are significantly different for science and Commerce stream Table 5. In the next comparison between science and humanities where other than the academics dimension all other dimension is significantly different as their *p-value* is less than 0.05. In the last comparison, we can see the comparison between humanities stream and the Commerce stream where we can see that except for the academics dimension all other dimensions are significantly different.

This proves that the first null hypothesis that the nature of the course does not affect the perception of the student is not accepted because of the few exceptional cases we can see that majority of the dimensions are significantly different for different streak.

Table 6
INDEPENDENT SAMPLE T TEST AMONG THE RESPONDENTS FROM DIFFERENT AFFILIATIONS AND THEIR PERCEPTION

	CBSE and ISC		CBSE and state board		ISC and state board	
Dimensions	**F value**	***P-value****	**F value***	***P-value****	**F value**	***P-value****
Learning outcomes	21.103	0.000	22.594	.000	248.679	.000
Responsiveness	0.101	0.751	0.332	0.565	1.233	0.271
Infrastructure	15.443	.000	3.863	0.051	3.891	0.052
Personality Development	2.492	0.117	12.338	0.001	1.612	0.208
Academics	3.271	0.073	0.252	0.616	1.994	0.162

* Values assuming the means to be equal.

This statistical test was in response to the second hypothesis which was that there is no significant difference between the affiliation of the school and the perception of the respondents. from the table we can see that we have compared the three most common affiliation among themselves to see if there is any statistical difference

So, from the first comparison between the CBSE and the ISC board we can see that in terms of responsiveness, personality development and academics there is no significant

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difference as the *p-value* is more than 0.05. But when it comes to learning outcomes and infrastructure, we can see that there is a significant difference between CBSE and ISC affiliated educational institutes. In the next comparison between CBSE and State Board schools we can see there is no significant difference between academics, responsiveness and infrastructure while there is a significant difference in terms of learning outcomes and personality development. In the next comparison, we see the comparison between ISC and state boards where there's no significant difference in terms of responsiveness infrastructure personality development and academics as their *p-value* is more than 0.05 but there is a significant difference in the learning outcomes Table 6.

From the Table 7, we can prove that the second null hypothesis that the affiliation to a particular board does not affect the perception of a student is not accepted because we can see that there are some dimensions where it is proved that there is a significant difference in the respondents.

Table 7
INDEPENDENT SAMPLE T TEST AMONG THE DIFFERENT GENDERS AND THEIR PERCEPTION

Dimensions	F value	*P-value**
Learning outcomes	44.377	.000
Responsiveness	22.281	.000
Infrastructure	0.026	0.872
Personality Development	21.164	.000
Academics	0.612	0.435

*Values assuming the means to be equal.

Statistical test was in response to the 3rd hypothesis which was that there is no significant difference between the gender of the respondent and the perception of the service. from the Table 7. we can see that we have compared the 2 genders with the perception of the dimensions.

According to the table, we can say that there is no significant difference between male and female in terms of their perception of infrastructure and academics as their *P-value* is more than 0.05. As per the other dimensions we can say that there is a significant difference when it comes to their perception of personality development, responsiveness and learning outcomes.

After viewing the results from the table, we can have sufficient proof that there is in fact significant difference in the perception of the factors by the two genders.

Table 8
HYPOTHESES

Hypotheses	Statement	Findings
H_1	There is no significant difference between the nature of the course and the perception of the respondents about the EduQual Dimensions	Not Accepted
H_2	There is no significant difference between the Board the institute is affiliated to and the perception of the respondents about the EduQual Dimensions	Not Accepted
H_3	There is no significant difference between the gender of the respondents and the perception of the respondents about the EduQual Dimensions	Not Accepted

CONCLUSION

From the dataset that has been collected from the questionnaire it is evident that the students had high expectations from the learning outcomes and academic perspective. The scores

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of those dimensions were also close to each other which suggests that majority of the people were expecting valuable academic growth. But from the Perception table we can say that they have not been delivered what they were expecting from the educational institute. Instead, the infrastructure was actually something which had a higher average mean score than any other dimension.

From the correlation matrix from Table 8 we can see that Infrastructure is highly correlated to responsiveness which tells us that an upgradation in the physical facilities will eventually be more responsive to newer trends. From Table 8 where we correlated the dimensions and the criterion, we found out that infrastructure was again the factor which had the highest correlation with satisfaction and overall quality.

From the subsequent statistical test, we can say that the perception of the respondents changes in terms of affiliation of the institute, gender and the stream they chose. This summarizes the overall experience of the high schools in India from which the management can take a few important notes.

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