

**THE COMPONENT OF PERCEIVED SERVICE QUALITY
IN TEACHING:**

The six critical Factors

A Study at Institut Pengurusan Dinamik (IPD)



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ABSTRACT

Providing quality that meets customers' needs and retains them for a longer period has become an important source of competitive advantage. As customer service continues to increase in importance, the management of Institut Pengurusan Dynamik focusing on the one critical management tool that is visible to all IPD – the technique of measuring customer satisfaction. The serious lack of research with regard to how students evaluate teaching profession, and the difficulties surrounding the measurement of service quality concept formed the basis for this exploratory study. The aim was to clarify the nature of teacher effectiveness and develop a measure for evaluating teacher effectiveness. This study will be examined in the light of a of students' perceptions of teaching effectiveness or the service quality in teaching from interview with 176 IPD students. This paper will review one such method, and questions not only the ability of the students to make appropriate judgements, but also the validity of considering students within such studies as one homogenous group. In this paper, the process of development and the actual model of the assessment of quality in teaching, including the evaluation criteria used in assessing teaching portfolios, is explored, desired and evaluate. The result obtained in this study raise certain questions concerning the various concept of teacher effectiveness. The analysis identified 31 key roles or attributes which together encompass the range of teaching activities expected by the students. The analysis revealed that teacher effectiveness is multi-dimensional in nature, comprising 6 dimensions: Reliability, Responsiveness, Assurance, Empathy, Tangible, and Communication. This study will show us that the 6 critical factors can be used as a meant in facilitating change especially in the evaluation. Even-though this dimension normally used in other industry, it also can be accepted in education profession. The correlation matrix for the remaining 31 attributes is considered to be favorable given the presence of a number of significant ($P>0.05$) inter item correlation. In addition, the findings from the present study supported several teacher effectiveness dimensions evident in the past research. This study concludes with a brief discussion of the gaps in the IPD's quality systems as it relates to the key attributes.

INTRODUCTION

1.1 INTRODUCTION

In today's tough competitive business environment, service can be one of the most powerful assets. By that reason, the management requires a method to evaluate student teachers providing a reliable standard against which they can assess performance with confidence of a reliable finding. A reliable standard for teaching effectiveness (or the quality of teaching standard) is a crucial thing to identify. But a good source of information is by understanding the needs and wants of the external customer (students) and internal customer (academic staff).

1.2 PROBLEM STATEMENT

Many standard teaching evaluation questionnaires has been criticized as being upon didactic models of teaching, and there are also concerns about extraneous factor biasing responses. The form and content of instrument (as well as the number of attribute/instrument) were varied from one to another university. Although a great deal of research has focused on teacher effectiveness, identifying the teacher as a crucial component in the teaching process, it is not exactly clear what " effectiveness teaching is. Even with well designed and research instrument, the validity of items and dimensions is problematic.

Some or a few of the lecturers had utilized evaluation instruments taken wholly

LITERATURE REVIEW

2.1 LITERATURES REVIEW

This section is focus on the study from the previous research by the other researchers. It is focused on its service quality, customer definition and perception, empirical study criteria, selection of the attribute, attribute to be retain, the teaching quality assessment, method of research, the importance and validity of student rating, number of attribute to be retained and many more that will strengthen the research result. This statement or literature review is from the outside/foreign researcher and as well as from Malaysian researchers.

2.2 SERVICE QUALITY

Service is an artificial factor for survival – the competitive edge – in many organizations. Services are generally defined as commodities that cannot be stored or disappear in use, or as activities that require personal contact. The distinct characteristics of services are intangibility, perishability, heterogeneity of the product, and simultaneity of production and consumption (Sasser et al 1978). On the other hand, quality is restricted to only conformance to requirements (Stanley A. Brown, 1995). In a highly competitive commodity environment, it is the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs.