



Original Article

Effect of Education on Service Quality of Service Industries



Yadav Adhikari

School of Education, Kathmandu University, Lalitpur, Nepal

Email: yadav@kusoed.edu.np

 <https://orcid.org/0000-0001-8156-2520>

Abstract



© 2022 The Author. This open access article is distributed under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike (CC-BY-NC-SA) International Public License (<https://creativecommons.org/licenses/by-nc-sa/4.0/>), which permits non-commercial re-use, distribution, and reproduction in any medium or format, provided the original work is properly cited and such creations are licensed under the identical terms.

The service sectors always focus to upgrade and improve the service quality when they pursue the new product or services to the customers. Based on the service quality literature, this paper assesses the five dimension of SERVQUAL model and make a gap analysis including antecedents of gaps and effects of education to mould the service quality in different organizational settings, most importantly in the service sector. To collect the information and knowledge on service quality, different service quality literature, practices as well as notions of the service delivery of different service sector is identified, reviewed, and conceptualized. The literature and different findings show that there is a positive and significant mediating effect of education that remains with service quality in the different organizational settings. Basically, in the service sector, quality service plays a vital role to the targeted customer for perceiving about the products or delivered services. Hence, the service provider is the major determinant factor for stretching the updated service quality ubiquitously to meet customer expectations.

Keywords: *Service quality, SERVQUAL, gap, customer, education, employees*

Background

Quality of service is crucial for existence and survival in the workplace (Manju, 2020). Nowadays, the expectation of service is being unique and updated from the customer's perspective (Khatoon et al., 2020). Thus, continuous assuring of the performed quality using different instruments and indicators is essential for service industries. According to recent research (Khatoon et al., 2020; Manju, 2020) customer's demand for service quality and competition of the market is rapidly increasing on the one

hand, and on the other hand, profit margin, as well as the loyalty of the customer, is rapidly decreasing at the marketplace. Therefore, it is vital to check the service quality of different available continuums and administrated encounters under the performed service of the service industries. In addition, various literatures on service quality are defined from the perspective of customers (Juwaheer, 2004) because the importance of the service sector is rapidly increasing. In this line, Parasuraman et al. (1985) define service quality as meet or exceed the customer's

expectations, which is a widely accepted definition of service quality. Prasad et al. (2014) claimed that customer service is the package of different features and benefits, or attributes administrated by the service sector for the customers which creates the intensity to use or purchase the services.

In this regards, Ross (1994) and Prasad et al. (2014) further elaborate that service quality is the weighted average of the total service system and interaction with the customers, which includes service environment, facilities, equipment, and most importantly the contact (front line) staff (employee). Prasad et al. (2014) discussed the tracheotomy of generic factors (accommodation and other provision), ambiance (room, hotel appearance, and other physical attributes) and the attitude of the employees regarding this. Similarly, Juwaheer (2004) elaborated that service quality' widely used definition is to meet or exceed the customer's expectations, which is also defined by different scholars around the globe (Parasuraman et al., 1985; Bello et al., 2017; Khatoun et al., 2020). Therefore, service quality is different from the quality of any

traditional goods or tangible products because it is a realization and experience of imaginations of the overall perceived service performance of different encounters administrated by the service industry. Juwaheer (2004) clarifies the service quality process elaborating Parasuraman et al.'s (1985) findings and its characteristics of intangibility, heterogeneity and inseparability. Thus, scholars define and conceptualize service quality based on attitude. Doing so, the customer expectation can be compared with their perception of the service performance which can be measured in an instrument called SERVQUAL. The SERVQUAL can measure the gap between customers' expectation and their perception of actual service performance, which defines the service quality. Five different constructs of service quality namely tangibility, reliability, responsiveness, assurance and empathy are included in this model. The definition of items (question statements) of all constructs is taken from Buttle (1996, as cited in Williams, 1998) and illustrated in Table 1.

Table 1: SERVQUAL Constructs

Constructs	Definition	Items (Question Statements)
Tangibility	The appearance of physical facilities, equipment, personnel and communications materials.	1 to 4
Reliability	The ability to perform the promised service dependably and accurately.	5 to 9
Responsiveness	The willingness to help customers and to provide prompt service.	10 to 13
Assurance	The knowledge and courtesy of employees and their ability to convey trust and confidence.	14 to 17
Empathy	The provision of caring individualized attention to customers.	18 to 22

Source: Buttle (1996, as cited in Williams, 1998)

In the 21st century, service quality has become an essential continuum in different organizational settings. Public, private, governmental, non-governmental NGOs, INGOs, banks, insurances as well as hospitals, schools, universities, and other different service sectors need to provide service quality. From there, they pay higher attention and are ready to invest for improvement. In the banking sector, Khatoon et al. (2020) stated that customers' purchasing intention significantly increases when the customers are satisfied with e-banking service quality. Therefore, service quality is not only for the service industry, but is an essential part of different organizational settings.

Initially, the SERVQUAL model had ten constructs to measure the service quality, which was overlapping. Thus, Parasuraman et al.'s (1985) investigative study rearranged the ten to five essential constructs under the service quality, as presented in above Table 1.

On the other hand, tram education has a broad meaning. Service quality and customer satisfaction is an assessment of the total administrative service experience as well as the degree of education (empowerment) of the employee inside an organization (Bello & Bello, 2015). Therefore, the employees are the name, fame, face as well as voice of the organization. It requires adequate authority to decide on any concerning service delivery to the

customers (Bello et al., 2017). Lee et al. (2016) focused on the employees of the hotel industries and argued on the need for sufficient professional employees, which is very difficult to finding qualified employees to provide services that could meet the standards of customers regarding the service quality. General and professional education, and continuous training for quality service orientation are essential to an employee for their empowerment. Bello (2012) suggested that the education and training of employees did not convert to customer satisfaction without providing excellent services. Thus, for service quality, education and training have a positive and significant effect like service quality and customers satisfaction. Employee education and training mold the quality service, which could foremost to the customer satisfaction (Bello et al., 2017). Hence, the researcher is satisfied by the literature to argue that education (General and Professional) could have a positive mediating effect and customer demography could have a moderating effect on the relationship between service quality, and customer satisfaction at various forms of organizational settings.

In Nepal, the issue of service quality is always raised in different organizational settings. Among them, service the sector is very sensitive as they have to sell the service quality to the customer rather than physical products. Basically, service quality literature focused on improving the different tangible and intangible administrated continuums and encounters (Prasad et al., 2014; Khatoon et al., 2020) of the service industry but did not adequately focus on the educational perspective of the service provider (employee) at the workplace. Similarly, most of the research is conducted on improving service quality taking different attributed variables rather than education and training of the people. So, there is an extreme need to enhance the service quality literature from the perspective of employees' empowerment (Bello et al., 2017) and professional education in our context is seen for the academia.

Therefore, I researched to answer the research questions as to what are the empirical evidence to validate that there is a mediating effect of education on the service quality in the organizational settings most importantly in the service industries. Also it answer the question, to what extent does the employees' education mold the service quality?

Methods

With the view to find the answers to the above research questions, first, I gathered relevant literature regarding the findings of service quality and the relation of service provider's education (empowerment), which is focused on molding the quality of service experience and quality standard of the customers. I went through different kinds of literature written on employee empowerment and service quality in the service sector, focusing on the hospitality and service industries. Likewise, in the data collection and generation phases, I visited libraries, inquired with the service experts of different private and government sectors, and the students who were studying and doing research in service quality and hospitality education. In the process of contextualizing the study, I visited NATHM (Nepal Academy of Tourism and Hotel Management), HAN (Hotel Association of Nepal), and NTB (Nepal Tourism Board), that process allowed me to obtain the information on present scenario to explore the relation of service quality and professional education which is the fundamental issue of this study.

After compiling literature on the thematic areas, I summed up the key

findings of the literature. The major findings of each study were also captured from the documents to explain the research findings in the area of service quality and professional education. I used thematic approaches, and their views, thoughts, and perspectives were discussed in the discussion section. I analyzed the findings from the perspective of service quality and professional education of the hospitality and service sector and thereafter tried to set the lens on findings through the theoretical approach of the SERVQUAL model.

Findings

In this section, I have discussed the key findings regarding SERVQUAL and its gaps, and this paper attempts to explore the effect of education on the service quality of the services industry. Hence, an assessment of SERVQUAL and its gap analysis is preferred to find out the effect of education.

Assessment of the SERVQUAL

In a study on the role of employees in the delivery of service quality of call centers, Munhurrun et al. (2010) used the SERVQUAL dimensions and found a significant negative relationship with

employees' overall satisfaction. Similarly, this study enables us to identify performance improvement in specific areas that should have a direct effect on employee satisfaction. Cheng and Rashid (2013) have critiqued the length and the predictive power of this model. Similarly, they further elaborated on the perspective of applicability and the validity of the instrument, and they argued that new items or attributes should be added to address the limitations. Different researchers and scholars added the required dimensions to this model to measure accurate output on the quality standard. Wong et al. (2012) included knowledge and communication and excluded the flexibility dimension, which was irrelevant to their educational research on service quality of business academics in Malaysia. Likewise, Munhurrun et al. (2010) added the Satisfaction and Loyalty dimensions to measure service quality from the perceptions of employees of the hospitality and service sector in Mauritius. Another study by Bello et al. (2017) included the same dimensions of the modified SERVQUAL instrument to measure the mediating effect of service quality on the relationship between employees' empowerment and customer satisfaction in the hotel industry of Nigeria. In

general, there are no arguments between the scholars of services marketing that the modified SERVQUAL model of Zeithmal et al. (1990) is a widely used and cited model in the literature. But, Tefera and Govender (2016) of South Africa reported on the development and validation of SERVQUAL instrument in the hotel industry to measure service quality in a developing country through another HOTSPERF model by proposing ten tangible and sixteen intangible attributes of service quality. Here, SERVQUAL explores four tangible and eighteen intangible attributes under the five dimensions. At the same time, Cronin and Taylor (1994) claimed that the SERVQUAL model fails to show the construct validity. They purposed that SERVPERF has greater construct validity and also exhibits convergent and discriminant validity. But, Williams (1998) argues that Cronin and Taylor's alternative model for service quality SERVPERF (1992) had not undertaken the extensive field trials of SERVQUAL. Similarly, in hospitality and leisure, most of the researchers and scholars (Juwaheer, 2004; Williams, 1998) have adopted SERVQUAL instruments to measure service quality.

Assessment of the Gaps

Although different research scholars criticized the SERVQUAL model and gap analysis in measuring customer's service quality perceptions as well as expectations (Cronin & Taylor, 1994; Teas, 1993), it still has a legacy on service quality literature. The gap model of service quality, Gap 5 has functional relationships with Gaps 1 to 4 in the SERVQUAL model and these relationships are problematic because individual measurement of the gap cannot be determined by combining the gaps (Lee et al., 2016). Similarly, in Figure 1, Gap 5 is only related to the customer (service receiver) aspects and cannot interact or mediate the relationship with the service provider. Therefore, various researchers have revised the gap model focusing on Gap 5 (Chen & Chang, 2005; Dedeoglu & Demier, 2015).

Lee et al. (2016) stated that some scholars have confirmed that a revised gap model was relevant to the research scope and effectively evaluated the service quality problems. They further revised the gap model and identified the additional gaps in Gap 5 and Gap 1, namely Gap 8, Gap 9, and Gap 10 (Lee et al., 2007, 2016). They argued that an

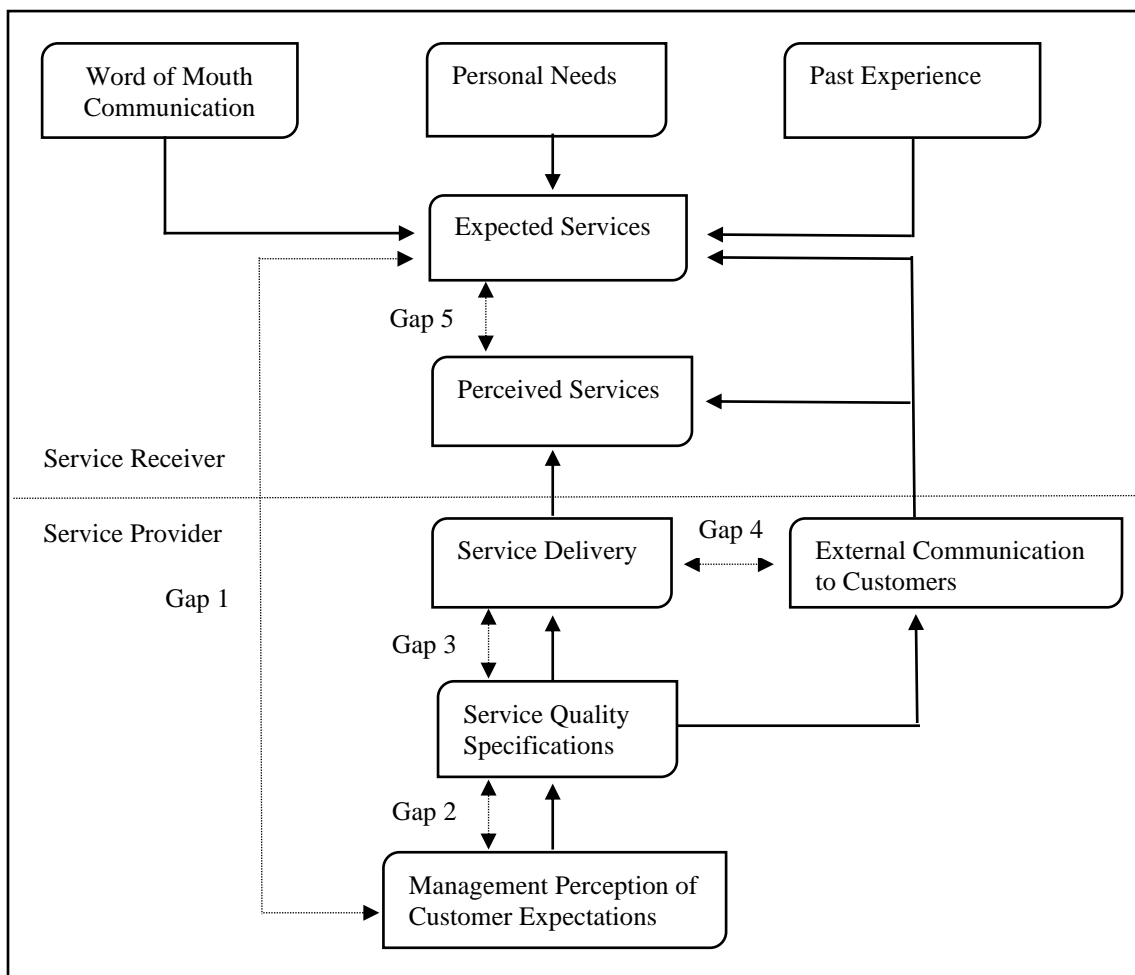
additional gap model could provide management with important insights from the perspectives of managers, customers, and service providers (managers/employees) of the hotel and leisure industries in Taiwan. However, this study focused on the effect of education on the service quality which is actually delivered to the customers in the service industry, basically in the hospitality industries of Nepal. Therefore, to identify the effect of education in different dimensions of the original 5 Gaps of SERVQUAL model, it is most important to elaborate on the issue of service quality. Hence, expectancy disconfirmation theory (Oliver, 1980) and SERVQUAL theory (Zeithmal et al., 1990) are articulated based on gaps between expectations and performance of different encounters administrated by the service provider.

To fill the gaps in the SERVQUAL model, education, training, and empowerment of employees (service providers) play a crucial role in maintaining the quality standard. Among the 5 gaps of Ziethaml et al. (1990), Williams (1998) argued that gaps No. 1 to 4 can be rectified and improved by the service provider by refining the services that are to be delivered. Therefore, to refine the available services,

empowerment (education and training) of the service providers (employees) is essential. Likewise, to explore the effect

of education on different gaps of SERVQUAL, the original gap model of service quality is presented in Figure 1:

Figure 1
Service Quality Model



Source: Adapted and modified from Lee et al. (2016)

In the above Figure 1 five gaps are presented on the original service quality model. Brief discussion under the gaps

and its linkage with employees' empowerment (education and training) as well as the effect of education of

service provider (employee) in actual service delivering process is presented in the upcoming section below:

Antecedents of Gaps and Effects of Education

To explore the effect of education on service quality, this paper executes to explain the possible gaps and possible effects of education regarding the quality service delivery process. To fulfill the purpose of this paper, education includes a different level of general and professional education of service providers. Similarly, training includes training provided by the professional institution as well as internal training of the organization. Both education and training (empowerment) can reduce the gaps of the revised SERVQUAL as follows.

Management Perception Gap

The management perception gap is related to the management perception of customer expectation and expected services from the perspective of customers as presented on Gap 1 of the above Figure 1. In another word, Williams (1998) indicate that Gap 1 occurs when the service providers do not know or understand their own customer's actual needs. Effect of this

occurrence, service providers cannot design or specify the available services to meet their customer's actual requirements (Williams, 1998). Thus, this gap is considered as internal (service provider) and external (service receiver) disconfirmation in the particular service of the service industries. So, Gap 1 includes the following antecedents or possible causes:

Reason no 1 for Gap 1 could arise from insufficient Market Research. If proper market research is not done, then Gap 1 might exist. Marketing research involves collecting information about customers, about their expectations in that specific case (Figure 1). In this line, Dhimar (2020) suggested that the problem can be solved through proper customer research continuously. Hence, it is related to the R&D (research and development) department of the service organization, smaller the gap, professional R&D head is required. Thus, a positive and significant effect of education is seen to reduce the gap. Similarly, the reason no 2 for Gap 1 could be poor Service Recovery. Often when customer service does not meet customer expectations, the customer complains (Oliver 1985). Handling of these complaints is crucial for the organization as this is a time company can make up for their failure

and satisfies the customers. At a time of service recovery, the service provider gets a view of the customer's perceptions and it helps to close the gap. It is related to the Customer Care Units of the service organization and professional relationship manager or head is required to address this issue. In this case, a positive effect of education is seen to reduce the gap. Talking to another reason no 3 for Gap 1 could be poor Relationship Marketing. This involves building a strong relationship with the customers rather than just dealing with them as just one-time buyers. The stronger the relationship, and smaller the gap the customer becomes more loyal (Dhimar, 2020). Related to the CCU (customer care unit) of the service organization, professional relationship manager or head is required to address this issue. Therefore, in this case, a positive effect of education is seen to reduce the gap.

Service Quality Specification Gap

The service quality specification gap is disconfirmation between the management perception of customer expectation and actual service quality specifications inside the different organizational settings of the service

industry. It is presented in the Gap 2 of the above Figure 1. In general, when the service provider (employee) do not know or understand their customer's needs (Gap 1), they cannot design or specify the services inside the different encounters to meet or exceed their customer's actual perceived requirements (Williams, 1998). This is called service quality specification gap (Gap 2). This gap can occur inside the service provider and is only the internal (service provider) disconfirmation of the service organizations. Therefore, the following antecedents play a vital role under the service quality specification gap.

Reason no 1 for Gap 2 could be poor Management Commitment. If the top-level management is committed to customers then they make policies and plan the service experience around customers. Dhimar (2020) explained that Gap 2 occurs if the top management lags commitment which can be due to resources committed to quality. To solve this gap management should allocate resources toward the improvement of quality that customers consider vital (Dhimar, 2020). Related to operational issue, professional Operation Manager is required to address this issue. Hence, a positive effect of education is seen to

minimize this gap. Similarly, the reason no 2 for Gap 2 could be poor Service Design. A poor service design can result in Gap 2 because new service development is unsystematic. Dhimar (2020) claimed that service design development is ambiguous and unidentified leading to confusion among the employees which reflects in their delivery of the services. So, the proper service design is necessary to solve this gap. Related to the R&D department of the service organization and professional R&D head is required. Therefore, a positive effect of education is seen to reduce the gap.

Service Delivery Gap

The service delivery gap is disconfirmation between service quality specification and actual service delivery to the customer of the service organizations. This gap is considered to be an internal (service provider) issue. The manager of the service organization can identify the disconfirmation aspect of the service delivery, which is presented in Gap 3 of Figure 1. Hence, in this section, Gap 3 includes the following antecedents or possible causes.

One reason for Gap 3 could be an employee Not Fulfilling the Roles. It is the role of the employees to cater to the effective and efficient delivery of the service. Dhimar (2020) claimed that if employees do not deliver the services to a customer's requirement then this gap can exist. So, the service industry should recruit hand trend employees about how to deliver services on time to the customers. Related to the HR (human resource) department of the service organization and professional HR department head is required to select proper personnel of the organization. Therefore, the positive effect of education is seen to reduce the gap. Similarly, second reason of Gap 3 could be Failure to Match Demand and Supply. The gap in service delivery can occur if the service provider is not able to match the demand and supply. Dhimar (2020) argued that services cannot be inventoried. So, if there is an under demand for their services, it results in loss as this cannot be stored for later use. On the other hand, if there is an over-demand for the service, the service industry again lose their possible sales and expected revenue. So, there should be a proper match between demand and supply (Dhimar, 2020). For this purpose, proper recruitment should be done for the smooth functioning of services.

Related to HR and professional HR department head is required. Hence, the positive effect of education is seen to reduce the gap.

Market Communication Gap

Disconfirmation between the actual service delivery and the external communication to the customers is called the market communication gap, which is presented in Gap 4 of Figure 1 above. This is also the internal (service provider) disconfirmation of the organization and can manage to reduce the problem of the communication manager. Under this issue, the following antecedents play a crucial role inside the service organizations.

First reason of Gap 4 could be a Planning Problem. According to Dhimar (2020), when operation personnel (employees) are not involved in marketing communication campaigns, the promises made by communication tend to be not realistic and accurate, but they can be exaggerated. Therefore, he suggests solving this gap through the use of real advertising, using real customers, real refuse, and real employees, etc. Related to the marketing department of the service organization, a professional Sales & Marketing head is required to

solve the problem. Hence, a positive effect of education exists to reduce the gap. Similarly, the reason no 2 for Gap 4 could be Over-promising. To sell services, marketing people can get carried away in case they promise more than they can deliver. Firms are pressurized to create a new business or meet the business of competitors. It affects the extent to which they over-promised. Over-promising can be done through advertising, personal selling, or physical evidence cues. To close this gap, we should deliver products or services as promised (Dhimar, 2020). Related to OD (operation department) and professional OD head is required. Hence, the positive effect of education is seen to reduce the gap.

Perceived Service Quality Gap

The perceived service quality gap is purely the external (service receiver) issues under the service quality model, which is presented in the Gap 5 of Figure 1. This gap can occur when the persona's needs and expected services of the customer and service expectation by them from the particular service of service organization do not match each other. This dilemma of the customer (service receiver) is very difficult for the

service provider. Hence, Lee et al. (2007, 2016) argued for additional Gap 8, Gap 9, and Gap 10 to measure the service quality from the perspective of managers, customers, and service providers.

Dhimar (2020) further describes that this gap occurs when the perceived or experienced services are not in line with customer expectations. This gap arises

when customers miss-interpret the quality of the services. This can happen due to the clients being pressurized or biased. Gap 5 can be reduced if the company educates the customer for better use of the administrated services in different encounters (Dhimar, 2020). Therefore, education training and orientation to the customer are required to reduce the gap.

Table 2: Antecedents of Gaps and Effects of Education

Gap	Possible Causes of Gaps	Possible Effects of Education
1	Market research Upwards communication Levels of management	Educate on the perception of employees regarding the customer's actual expectations or needs.
2	Committed to service quality Absence of goal setting Task standardization Perception of feasibility	Educate to properly designing the service specifications and understand the actual requirements of the customers.
3	Teamwork Employee/job fit Technology/job fit Supervisory control system Role conflict Role ambiguity	Educate managers (employees) to role clarity and recruit professional employees for internal control in accordance with the right person in right place with internal collaboration.
4	Horizontal communication Propensity to over-promise	Educate employee and management on moral obligations and trustable communication.
5	Word of mouth communication Personal needs Past experience Perceived services	Educate customer to better use the available services in different encounters of the service industry (customer orientation to services).

Source: Adapted and modified from Zeithaml et al. (1990 as cited in Williams 1998)

Table 2 explores the effect of education on different possible causes of the original SERVQUAL model of Zeithaml et al. (1990). It seems that high professional and qualified employees can fill the gaps of expected service quality in service industries of different sectors (Bello, 2012). Therefore, there are positive and significant mediating effects of employees' education (Bello et al., 2017), which can be seen across the different gaps of the modified SERVQUAL model of Zeithaml et al. (1990).

Discussion

These studies indicate that the SERVQUAL model consists of appraising the current level of service quality in the different organizational settings. This analysis is crucial in terms of where and how extensive the service gap is in five key areas to enhance the service quality level. Service provider (managers/employees) utilizes 22 statements as a questionnaire to test their customer expectations whether or not they are fulfilled. Employees are the face and wealth of an organization, therefore empowerment of the employees is central for quality service delivery to the customers (Bello et al., 2017). Therefore, continuous education of the

human capital through professional education and training is essential for the service industries. It seems that positive and significant effects remain for the service quality enhancement (Bigne et al., 2003). Similarly, Yang and Choi (2009) concluded that employees can highly contribute towards business growth, which is dependable upon customer satisfaction. Customer satisfaction is the end product of professional and empowered employees of the organization. Similarly, to satisfy the customers, the necessary antecedent remains in different gaps of service quality which can be eliminated or reduced by subsequently educating the service provider and service receiver (Figure 1; Table 2). Experts of HAN, NTB, and NATHM also are agreed on compatible and quality education to eliminate the gap of service quality. Therefore, they conduct different orientation and workshops to address these issues. Hence, education (general and professional) has significant and positive mediating relationships with service quality enhancement to meet the customer's expectations in different organizational settings.

The purpose of this study was to understand and explore the effect of education on the service quality of

service industries. To understand and measure service quality, different scholars recommended the different models of service quality literature. Cronin and Taylor (1994) suggested a performance-based SERVPERF model to measure service quality. Similarly, Tefera and Govender (2016) identified the HOTSPERF model to measure the service quality of hospitality and leisure industries of developing countries. Lee et al. (2016) elaborate various measurement scales such as LODGSERV, HOLSERV, LODGQUAL, and DINESERV for service quality evaluation purposes in the tourism industry. They further claimed that LODGSERV and LODGQUAL are used to access the service quality of different accommodation and lodges industries, while HOLSERV can be used for hotels. Similarly, to assess the service quality, DINESERV is used in the restaurant service sector. But, the common service sector can be accessed by different tangible and intangible attributes and different encounters of different organizational settings (Prasad et al., 2014). Therefore, the extensive field of modified SERVQUAL of Zeithaml et al. (1990) is an appropriate measuring tool for measuring service quality in the service sector (Johns & Tyas, 1996;

Prasad et al., 2014; Bello et al., 2017). On the other hand, to identify and explore the importance of employees' empowerment and education to mold the service quality, 5 Gap analysis is most crucial of SERVQUAL instrument (Bello, 2012; Bello et al., 2017). Therefore, to understand and measure the effect of education on the service quality of the service industry, the SERVQUAL model and its gap analysis were taken for this study.

To satisfying the possible causes of gaps, the possible effect of employees' education plays a crucial role in the improvement of service quality. Antecedents of gaps (Zeithaml et al. 1990) and effects of education to fulfill those gaps show a significant and positive relationship on the SERVQUAL model (Table 2). To address Gap 1, educating the perception of employees regarding the customer's actual expectations or needs is essential. Similarly, to reduce Gap 2, educating to properly designing the service specifications and to understand the actual requirements of the customers is most important. Likewise, to fill Gap 3, educating managers (employees) to role clarity and recruit professional employees for internal control in accordance to the right person in right

place with internal collaboration is needed. To cope with Gap 4, educating employee and management on morale obligations, and trustable communication is necessary. Lastly, to address Gap 5, educating customers to better use the available services in different encounters of the service industry (customer orientation to services) is required (Figure 1, Table 2). Therefore, different service quality literature and theories are supportive to argue that there is a positive and significant mediating effect of employees' education on service quality of service industries. Thus, professional education and adequate skills of the service provider (Adhikari, 2014) are the major determinant factor for stretching the updated service quality ubiquitously to achieve customer expectations.

Conclusion

The above findings suggest that SERVQUAL is a widely used and tested model for measuring service quality. To improve service quality, the service provider should address external and internal gaps. Management can learn from managers, customers, and service providers (employees). The SERVQUAL model can analyse to evaluate an organization's service

quality. To contextualize and alien the SERVQUAL, we can add or remove the original 5 construct and 22 items or revise the original 5 service quality gaps. Antecedents of gaps and employee empowerment shape service quality standards. According to theory and literature, education has a positive and significant mediating effect on service quality standards in different organizational settings. The service provider determines whether the updated service meets customer expectations. Educating and training service providers (employees) continuously is key to improving service quality.

Based on theoretical perspectives, this paper concludes that customers determine service quality. To reduce the gap, proper and continuous orientation of available services and trustworthy communication with the customer are essential. To refine and update the service organization's quality standard, effective and compatible professional education and training are essential.

Disclosure Statement

The author declares that no potential conflict of interest exists.

References

- Adhikari, Y. (2014). Indigenous financing modalities for entrepreneurial learning in the Thakali community of Nepal. *21st Century Academic Forum Conference Proceedings 2014*.
- Bello, Y. O. (2012). *Hospitality economics, a simplified approach in the Nigerian hospitality industry* (2nd ed.). Grace Excellent Publishers.
- Bello, Y. O., & Bello, M. B. (2015). *Lodging service management and administration, theory and practice*. Diamond Publishing House.
- Bello, Y. O., Bello, M. B., & Ifegbu, L. I. (2017). Mediating effect of service quality on the relationship between employee's empowerment, and customer satisfaction in hotel industry. *Journal of Business Management, 19*(7), 77-87. <http://doi.org/10.9790/487X-1907027787>
- Bigne, E., Moliner, M. A., & Sanchez, J. (2003). Perceived quality and satisfaction in multi-service organizations: The case of Spanish public services. *The Journal of Services Marketing, 17*(4), 420-442.
- Buttle, F. (1996). SERVQUAL: Review, critique, research agenda. *European Journal of Marketing, 30*(1), 8-32.
- Chen, F. Y., Chang, Y. H. (2005). Examining airline service quality from a process perspective. *Journal of Air Transaction Management, 11*, 79-87.
- Cheng, B. L., & Rashid, M. Z. A., (2013). Service quality and the mediating effect of corporate image on the relationship between customer satisfaction and customer loyalty in the Malaysian hotel industry. *Gadjah Mada International Journal of Business, 15*, 99-112.
- Cronin, J. J., & Taylor, S. A. (1992). Measuring service quality: A reexamination and extension. *Journal of Marketing, 56*(3), 55-68. <https://doi.org/10.2307/1252296>
- Cronin, J. J., & Taylor, S. A. (1994). SERVPERF versus SERVQUAL: Reconciling performance-based and perceptions-minus-expectations measurement of service quality. *Journal of Marketing, 58*(1), 125-131. <https://doi.org/10.2307/1252256>
- Dedeoglu, B. B., & Demirer, H. (2015). Differences in service quality perceptions of stakeholders in the hotel industry. *International Journal of Contemporary Hospitality Management, 27*(1), 130-146.
- Dhimar, M. (April 20, 2020). *GAP model of service quality / GAP model in service marketing / How to do gap analysis?* <https://www.youtube.com/watch?v=>

[Mh_ZtS6LB44&ab_channel=ManagementbyDr.MitulDhimar](#)

- Johns, N., & Tyas, P. (1996). Use of service quality gap theory to differentiate between foodservice outlets. *The Industries Journal*, 16(3), 321-346.
- Juwaheer, T. D. (2004). Exploring international tourists' perceptions of hotel operations by using a modified SERVQUAL approach: A case study of Mauritius. *Managing Service Quality*, 14(5), 350-364. <https://doi.org/bxhjzi>
- Khatoon, S., Zhengliang, X., & Hussain, H. (2020). The mediating effect of customer satisfaction on the relationship between electronic banking service quality and customer purchase intention: Evidence from the Qatar banking sector. *Sage Open*, 10(2). <http://doi.org/10.1177/2158244020935887>
- Lee, Y. C., Chen, J. K., Lin, S. B. (2007). Revised gap analysis by decomposition of service activities: a case study of information system center. *International Journal of Business Strategy*, 8(2), 74–98.
- Lee, Y. C., Wang, Y. C., Chien, C. H., Wu, C. H., Lu, S. C., Tsai, S. B., & Dong, W. (2016). Applying revised gap analysis model in measuring hotel service quality. *SpringerPlus*. <https://doi.org/mm87>
- Manju, S. (2020). Customers' perception towards retail banking services of the commercial banks in Mandya town. *Studies in Indian Place Names*, 40(12), 1163-1174.
- Munhurrun, P. R., Naidoo, P., & Bhiwajee, S. D. L. (2010). Measuring service quality: Perceptions of employees. *Global Journal of Business Research*, 4(1), 47-58.
- Oliver, R. L. (1980). A cognitive model for the antecedents and consequences of satisfaction decision. *Journal of Marketing Research*, 17, 460-469. <https://doi.org/gf5twg>
- Parasuraman, A., Zeithaml, V. A., & Berry, L. L. (1985). A concept model of service quality and its implications for future research. *Journal of Marketing*, 49(4), 41-50.
- Prasad, K., Wirtz, P. W., & Yu, L. (2014). Measuring hotel guest satisfaction by using an online quality management system. *Journal of Hospitality Marketing & Management*, 23(4), 445- 463. <https://doi.org/mm88>
- Ross, G. F. (1994). Service quality ideals among hospitality industry employees. *Tourism Management*, 15(4), 273-280. <https://doi.org/dtrmbb>
- Teas, R. K. (1993). Expectations, performance evaluation and

- customers' perceptions of quality. *Journal of Marketing*, 57, 18–34.
- Tefera, O., & Govender, K. (2016). From SERVQUAL to HOTSPERF: Towards the development and validation of an alternate hotel service quality measurement instrument. *African Journal of Hospitality, Tourism and Leisure*, 5(4), 1-17. [http://: www. ajhtl.com](http://www.ajhtl.com)
- Williams, C. (1998). Is the SERVQUAL model an appropriate management tool for measuring service delivery quality in the UK leisure industry? *Managing Leisure*, 3(2), 98-110. <https://doi.org/cwvcg2>
- Wong, K. L., Ong, S. F., & Kuek, T. Y. (2012). Constructing a survey questionnaire to collect data on service quality of business academics. *European Journal of Social Sciences*, 29(2), 209-221.
- Yang, S. B., & Choi, S. O. (2009). Employee empowerment and team performance: Autonomy, responsibility, information and creativity. *Journal of Team Performance Management*, 15(5/6), 289-330.
- Zeithaml, V. A., Parasuraman, A. & Berry, L. L. (1990). *Delivering quality service, balancing customer perceptions and expectations*. Free Press.

Author's Biosketch

Yadav Adhikari is working in the position of Deputy CFO at SHG (Sherpa Hospitality Group), which is part of the Yeti Group Organization and is associated with the travel, tourism and hospitality business of Nepal. Areas of his research interests are service quality and customer satisfaction in different organizational settings, more importantly in the hospitality service sector. Besides this, quality of education and its effects are the focal part of his Research. For more than two decades, he has been working in different organizations as a financial advisor and quality expert. Also, he has been continuously participating in different national and international conferences, workshops, and seminars. Now, he is a PhD scholar at Kathmandu University School of Education, Hattiban, Lalitpur, Nepal.

To cite this article: Adhikari, Y. (2022). Effect of education on service quality of service industries. *Social Inquiry: Journal of Social Science Research*, 4, 64-83. <https://doi.org/10.3126/sijssr.v4i1.64807>

For other articles and journal archive, visit:
<https://www.nepjol.info/index.php/sijssr/index>