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MEASUREMENT AND COMPARATIVE ANALYSIS OF THE QUALITY OF THE SECONDARY EDUCATION SERVICE

The service industry is a sector that plays an important role in the modern economy. Under the influence of economic, technological and social changes, this industry has become the main indicator that determines the level of development of countries. The quality of the service industry is aimed at meeting the needs of customers, and this in turn gives organizations a competitive advantage. Education is also an important part of the service system. It is considered as the main tool that develops the creative potential of society and ensures social justice and equal opportunities.

This research work is aimed at analyzing the importance of service quality in economic and social spheres, including the quality of educational services. Service quality is defined as the difference between customer expectations and actual service received. The field of education is an important field that ensures the development and future of society. The research was conducted in public and private secondary schools in Turkestan.

The main goal of the study is to determine the difference between the expectations of students from educational services and the actual knowledge they received. For this, the SERVQUAL model developed by A.Parasuraman, V.Zeitaml and L.Berry was used. In the course of the research, questionnaires were conducted and the obtained data

were analyzed using SPSS and Microsoft Excel programs. The level of satisfaction of students with the quality of education, the relationship between the quality of service and demographic characteristics was determined.

The results show that quality education has a direct impact on meeting the needs of students. The scientific value of the research is in the provision of specific recommendations for quality improvement using the SERVQUAL model in the assessment of the quality of educational services.

Keywords: service quality, secondary education organizations, measuring educational services, customer expectations and perceptions, quality measures.

Introduction

With the growth of the service sector, services have diversified and the number of service organizations has increased. Today, service organizations compete with each other in a free market environment. Service organizations must provide quality services that meet customer demands in order to gain a competitive advantage [1]. This situation shows the importance of service quality.

Service quality depends on a customer's perception of the service and what they expect from the service. Therefore, the expectation here is a relative measure. This definition or approach is contested by many researchers. Looking at these disputes, it can be summarized as follows: Service quality is a measure of how well the provided service was able to satisfy the customer's needs. Therefore, providing quality service means meeting the needs of the customer. The main research of service quality is based on the measurement of service quality. This is because an unmeasured element cannot be evaluated and developed [2]. The presence of some features that distinguish services from goods and do not allow measuring its quality makes it difficult to conduct research in this area. Similar difficulties arise when measuring the quality of educational services.

In this regard, educational activity is one of the important directions in the field of service provision. This is because people who will work in various fields in the future are trained with education. Education is the most effective tool that increases the creative power and productivity of society, allows people to develop their abilities, and creates social justice and equal opportunities [3]. If the quality of education is the value of education. The quality of education is defined as high-low or good-bad, depending on the perception of the examiner, the measure used. Some aspects of education are considered to be of high quality, while some aspects are considered to be of low quality [4]. The uniform quality of the educational system depends on the quality and mutual compatibility of the component elements

that make up and guide the system. In addition, since educational organizations are institutions that provide services, they also have customers who receive, that is, consume, these services [5]. Despite the fact that the concept of customer is often used in the education system, there are many similar but different works in the relevant literature that try to define who are the customers of educational services. Although students are identified as the main consumers of educational organizations in most of those works, there are also enough works that consider employers, employees, the state, industry, family and society as consumers of educational organizations [6; 7]. However, if we differentiate those literatures, in the majority of relevant literatures, it is mentioned that the consumers of educational services are learners, i.e. students [8].

In this regard, this research paper examines the difference between the expectations of students who are consumers of secondary education organizations from their schools and their opinions about educational services. The degree of fulfillment of the students' expectations based on the acquired knowledge is determined, and those indicators are compared according to demographic characteristics. Some mandatory limitations were also made during this study. The research work was conducted on students studying in the last graduating class of one private and one public high school in Turkestan. The reason for comparing one public and one private high school is that the class sizes of private high schools and public high schools are not the same. Such a procedure was used to determine the similarities and differences between the two variables and to make a precise and qualitative comparison. In other words, this research was conducted to measure and evaluate the quality of educational services provided in secondary schools, which are secondary educational institutions.

Materials and methods

The purpose of the study is to measure the expectations of high school students from the education and educational services they receive and how well these expectations are met. The results of this study on educational activities are evaluated in terms of different demographic data and characteristics of students. In addition, the differences in the quality of educational services between public and private secondary schools are determined. The purpose of this evaluation of the results is to contribute to the improvement of the quality of educational services of existing secondary schools.

In the course of the study, the «SERVQUAL model» [9] developed by A. Parasuraman, V. Zeitaml and L. Berry was used to measure and evaluate the quality of service. And the necessary data were collected from the students of the secondary education organizations included in the study through questionnaires. Microsoft Excel and SPSS (Statistical Program for Social Sciences) [10] were

used to analyze and evaluate the obtained data. In addition, the fact that service quality differs in terms of demographic characteristics was investigated with a hypothesis test (t test). As a result of the normative examination of the data, when examining the difference between groups, the Mann Whitney U test was used in paired groups, and in more than two groups, the Kruskal Wallis H test [11] corrected by Bonferroni was used.

The SERVQUAL model typically consists of a 22-question survey on five dimensions defined as appearance, reliability, enthusiasm, assurance, and empathy. According to the model, consumers have different expectations about these variables before receiving the service, and after receiving the service, they compare the service they expected with the service they received. If the received service is in accordance with expectations, i.e. the expected service, then it is concluded that the service is of high quality [9]. In other words, service quality is the difference between expected service and actual service. In this regard, in this study, as in the standard SERVQUAL model prepared by Parasuraman and his colleagues, 22 questions were included in the survey form to determine expectations and perceptions. After the question section, an evaluation section was also placed in the survey in order to determine the importance of the quality measures (on a 100-point scale). In addition, through this survey, we tried to determine some social, psychological and demographic characteristics of the students participating in the survey. The results of the survey were evaluated by the calculation method characteristic of the SERVQUAL method and analyzed according to a number of statistical methods (Microsoft Excel and SPSS).

As we mentioned above, this research work was conducted on students studying in the last graduating class of one private and one public secondary school in the city of Turkestan. The number of students in the graduating class of the public school under study is 163, of which 76 are boys and 87 are girls. There are 104 students in the graduating class of the private school, 54 of them are boys and 50 are girls.

If the size of the main mass involved in the research work and the selection parameters of the sample group are known, the sample size is determined by the following formula [10]:

Here:

n: sample size; t: the value in the t table with a certain degree of freedom and a specified level of error; d: γ deviation (sensitivity) according to the frequency of occurrence of the studied event; p: frequency of occurrence of the studied event; q: Indicates the I-p ratio.

In order to maximize the sample size in the study, if the condition $p + q = 1$ is fulfilled, then $p = q = 0.5$. In this research work, sensitivity (d) was taken as 6 % (0.06) and t value as 1.96 for 95 % confidence.

With this information, the sample size was calculated as follows:

The sample size was determined according to the number of students in the schools and 267 questionnaires corresponding to the total number of students were prepared. Considering the returnability and validity coefficients of the questionnaires, the sample size was set at a high level. In fact, 55 of the prepared questionnaires were returned. The questionnaire consists of four parts, so it takes a long time to answer, and the number of questionnaires was limited to 212 in order not to take up too much time as high school students are preparing for their final exams and the UNT.

Results and discussion

In this regard, the Cronbach Alpha model was used to determine the reliability of the Servqual model used in this research work. To examine the validity of the study, the Cronbach Alpha coefficient was calculated separately for the overall level and subgroups of the survey and is shown in Table 1.

Table 1 – Results of reliability analysis

Measures	Cronbach Alpha	Number
Appearance	0,879	4
Confidence	0,940	5
Enthusiasm	0,907	4
Warranty	0,912	4
Empathy	0,905	5
Total	0,971	22

Note – Compiled by the authors

As shown in Table 1, the Alpha coefficients found for the entire scale indicated that the scale used to measure perceived quality was highly reliable.

Data obtained in research studies are expected to follow the normal distribution of the study. The SPSS 15.0 software package was used at the 95 % confidence level in the analyzes made to verify the normal distribution of the data collected as a result of the survey research.

The Kolmogorov-Smirnov test, one of the most widely used tests of goodness-of-fit, is used to test whether randomly sampled data conform to a certain distribution (uniform, normal, or non-normal). Basically, it is based on comparing the sampled data with the cumulative distribution function. It is expected that the value of Sig. (2-tailed) of the test result will be lower than 0.05 for the data to be

high. If its value is 0.000, it is determined that the significance of the data is very high (see Table 2).

Table 2 – The results of the Kolmogorov-Smirnov test for the questions in the survey

NORMALITY TEST			
Measures	Kolmogorov-Smirnov (K-S)		
	Statistics	Number of exam- inees	Degree of freedom
Appearance	0,077	212	0,004
Confidence	0,088	212	0,000
Enthusiasm	0,109	212	0,000
Warranty	0,110	212	0,000
Empathy	0,133	212	0,000
Total	0,101	212	0,000

Note – Compiled by the authors

Looking at Appearance, Confidence, Enthusiasm, Warranty, Empathy, and all scores separately, we see that they do not follow a normal distribution ($p < 0.05$). Therefore, non-parametric tests were used in the analysis.

In this regard, the first evaluation was analyzed to find the relationship between the type of school attended and measures of service quality, according to the types of secondary schools as providers of higher education institutions. From the p-values in the table, it is possible to understand how the type of school the students attended before higher education affects the Servqual scores (see Table 3). As shown in Table 3, it is observed that the p value is greater than 0.05 for all dimensions except appearance.

Table 3 – Differences in Servqual scores by school type

Measures	The type of school you attend							Mann-Whitney U		
	Type of school	N	Average	Median	Min.	Max.	Standard deviation.	Avg. deg.	Cal. statis.	p
Appearance	State	119	-1,49	-1,5	-4	2	1,56	97,21	4428,5	0,013
	Priv.	93	-0,96	-0,8	-4	2,5	1,46	118,38		
Confidence	State	119	-1,15	-1	-3,8	2	1,47	103,12	5131	0,363
	Priv.	93	-0,93	-1	-3,6	2,4	1,19	110,83		

Enthusiasm	State	119	-1,21	-1,2	-4	3	1,53	99,89	4747	0,075
	Priv.	93	-0,81	-0,5	-4	2,5	1,33	114,96		
Warranty	State	119	-1,21	-1	-4	1,8	1,56	102,87	5101	0,328
	Priv.	93	-0,95	-0,8	-4	1,5	1,22	111,15		
Empathy	State	119	-1,12	-1	-4	1,8	1,56	104,55	5302	0,601
	Priv.	93	-0,94	-0,6	-4	1,4	1,32	108,99		
Total	State	119	-1,23	-1	-3,9	1	1,37	101,37	4923,5	0,169
	Priv.	93	-0,92	-0,7	-3,9	1,5	1,18	113,06		

Note – Compiled by the authors

According to the results in Table 3, of the two universities used in the When looking at the Servqual performance of the private high school in terms of service quality dimensions, we see that the Servqual dimension defined by appearance is rated as the lowest service quality dimension among all dimensions with a score of -0.96. Meanwhile, the measure of enthusiasm was defined as the measure of service quality closest to meeting expected expectations with a score of -0.81 (see Table 4).

When looking at public high school Servqual indicators from the perspective of service quality dimensions, we see that the Servqual dimension defined by appearance is rated as the lowest service quality dimension among all dimensions with a score of -1.46. And, the measure of empathy with a score of -1.12 was determined as the measure of service quality closest to meeting expected expectations (see Table 4).

Table 4 – Quality measures and Servqual indicators of schools

Quality measures	Servqual metrics	
	Private	State
Appearance	-0,96	-1,49
Confidence	-0,93	-1,15
Enthusiasm	-0,81	-1,21
Warranty	-0,95	-1,21
Empathy	-0,94	-1,12
Total	-0,92	-1,23

Note – Compiled by the authors

In short, Servqual scores across school types did not differ except for appearance and confidence. In addition to the physical conditions of the surveyed private secondary schools, unlike public secondary schools, such as orchestra rooms, gymnasium classrooms, computer labs, and costume rooms, which attract

students and increase their love for their schools, private schools' fenced gardens and rotating security guards affect school safety and security. can be seen.

Although there was no significant difference between the Servqual scores of students studying in public secondary schools by gender ($p > 0.05$), it was found that girls were more dissatisfied ($-1.36 < -1.03$). And, according to the gender of the students studying in private secondary schools, a significant difference can be observed in terms of appearance and confidence according to Servqual scores ($p < 0.05$). This is because boys were found to have significantly higher Servqual scores on physical appearance than girls.

Propositions representing the dimension of physical values: relate to specific elements such as buildings, equipment, classrooms, laboratories, the adequacy and attractiveness of teaching materials, and the sophistication of staff. From the point of view of these elements, it was also determined that male and female students have different perceptions of quality. If negative scores were found for both groups, girls were more dissatisfied. On the other hand, there is no significant difference ($p > 0.05$) between enthusiasm, assurance, empathy and all Servqual scores of students studying in private secondary schools according to gender. However, it became clear that both groups were dissatisfied with the educational services they received.

As a result of the assessment, taking into account the financial situation, students studying in private secondary schools receive extra education outside of school (lectures, courses, private lessons, etc.) compared to pupils studying in public secondary schools. This, in turn, has a great impact on the success of students in entering universities.

A significant difference ($p < 0.05$) was observed between those who received and those who did not receive an additional course as a supportive setting for out-of-school education in terms of motivation, confidence, empathy, and overall service outcomes. «Do you take an extra course outside of school to improve your education?» it was observed that those who answered «no» had significantly higher Servqual scores for enthusiasm, reliability, empathy, and overall service than those who answered «yes».

In conclusion, we can say that appearance and confidence do not affect whether high school students take additional courses or not. Therefore, the hypothesis that «Servqual scores do not change depending on whether or not high school students in public high schools receive any additional education (lecture, course, private lessons, etc.) to improve their knowledge outside of school» is accepted.

Conclusions

Secondary education is a service sector that receives special attention for quality improvement and development worldwide. Therefore, the topic of this study was measuring and evaluating the quality of educational services as a starting point for research on improving the quality of education.

A factor that determines the quality of service in secondary education organizations is the difference between what students expect from their schools and their impressions of educational services. If this difference is positive, then it can be said that the student is satisfied with the education received, in other words, their expectations from the educational services have been fulfilled. If the difference is negative, it means that the students' expectations are not met. In addition, there are a number of factors that influence the difference between student expectations and perceptions, in other words, student satisfaction or dissatisfaction. These can be expressed as: appearance, confidence, enthusiasm, assurance and empathy. These are defined as measures of service quality.

In this regard, the difference between the expectations of students who are customers of secondary education organizations and their opinions about educational services was investigated in this research. The Servqual model was used to measure the quality of educational services during the research. The degree of fulfillment of the students' expectations based on the acquired knowledge was determined, and those indicators were compared according to demographic characteristics. The results obtained from the research show that the quality of the provided services is low due to the difference between the expectations of the students regarding the acquired knowledge and the ideas formed about the educational services. Therefore, the main goal of educational institutions should be to improve the quality of service and meet the expectations of students.

Within the framework of the study, differences in various demographic characteristics were identified among high school students of secondary educational organizations. As a result of research, the reason for choosing a school for students studying in public secondary schools is «the recommendation of relatives», while the main criterion for choosing a school for students studying in private secondary schools is «the wishes of my family». Here, the differences between the quality of services perceived by high school students attending public secondary schools and private secondary schools indicate that public secondary schools need to be re-examined. From this point of view, specific elements such as facilities, equipment and laboratories used in private secondary schools are not fully utilized in public secondary schools. In addition, whether indicators related to the knowledge and skills of teachers, which is considered as the educational service itself, are sufficient or not sufficient in both secondary schools?, this is an open question and

will have to be discussed in depth. Related to this are teacher salaries, workloads, educational and research opportunities, and the like. issues should be the subject of further research.

On the other hand, it is also an important issue whether the leaders pay equal attention to both types of secondary schools. For example, the reliability dimension criterion of doing work on time and as promised should be set equally for both types of high schools. The qualifications of the people appointed to the school administration should be determined, they should be improved taking into account the future needs, and how they should be appointed and dismissed should be included in legal texts with scientific criteria. People appointed to management positions must undergo special training to acquire the necessary management behavior and skills.

As part of the study, Servqual scores for the services of secondary schools were compared. In order to determine the basic services that schools should have and the services that schools are currently providing, students were asked questions that measure the dimensions of service quality. The questions were then scored and converted into concrete and measurable values.

In conclusion, teachers still use classical teaching methods. This situation hinders the formation and improvement of students' creative abilities. Teachers should undergo advanced training courses on modern teaching methods. In addition, it should not be forgotten that the quality of education depends on the satisfaction of students, and all the work done should be aimed at meeting the expectations of students. Future researchers should focus on these issues to improve the quality of education.

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ОРТА БІЛІМ БЕРУ ҚЫЗМЕТІНІҢ САПАСЫН ӨЛШЕУ ЖӘНЕ САЛЫСТЫРМАЛЫ ТАЛДАУ

Қызмет көрсету саласы – қазіргі заманғы экономикада маңызды рөл атқаратын сектор. Экономикалық, технологиялық және әлеуметтік өзгерістердің ықпалымен бұл сала елдердің даму деңгейін анықтайтын негізгі көрсеткішке айналды. Қызмет көрсету саласының сапасы тұтынушылардың қажеттіліктерін

қанағаттандыруға бағытталған, ал бұл өз кезегінде ұйымдарға бәсекелестік артықшылық әкеледі. Білім беру саласы да қызмет көрсету жүйесінің маңызды бөлігі болып табылады. Ол қоғамның шығармашылық әлеуетін дамытып, әлеуметтік әділдік пен тең мүмкіндіктерді қамтамасыз ететін басты құрал ретінде қарастырылады.

Бұл зерттеу жұмысы қызмет көрсету сапасының экономикалық және әлеуметтік салалардағы маңыздылығын, оның ішінде білім беру қызметтерінің сапасын талдауға бағытталған. Қызмет көрсету сапасы тұтынушының күтуі мен нақты алған қызметі арасындағы айырмашылық ретінде анықталады. Білім беру саласы – қоғамның дамуы мен болашағын қамтамасыз ететін маңызды сала. Зерттеу Түркістан қаласындағы мемлекеттік және жеке меншік орта мектептерде жүргізілді.

Зерттеудің негізгі мақсаты – оқушылардың білім беру қызметтерінен күткен үміттері мен шынайы алған білімдері арасындағы айырмашылықты анықтау. Бұл үшін А.Парасураман, В.Зейтамль және Л.Берри әзірлеген SERVQUAL моделі қолданылды. Зерттеу барысында сауалнамалар жүргізіліп, алынған мәліметтер SPSS және Microsoft Excel бағдарламалары арқылы талданды. Оқушылардың оқу сапасына қанағаттану деңгейі, қызмет сапасының демографиялық сипаттамалармен байланысы анықталды.

Нәтижелер көрсеткендей, сапалы білім беру оқушылардың қажеттіліктерін қанағаттандыруға тікелей әсер етеді. Зерттеудің ғылыми құндылығы – білім беру қызметтерінің сапасын бағалауда SERVQUAL моделін қолдану арқылы сапаны арттыруға арналған нақты ұсыныстар ұсынуында.

Кілтті сөздер: қызмет көрсету сапасы, орта білім беру ұйымдары, білім беру қызметтерін өлшеу, тұтынушының күтуі мен қабылдауы, сапа өлшемдері.

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ИЗМЕРЕНИЕ И СРАВНИТЕЛЬНЫЙ АНАЛИЗ КАЧЕСТВА УСЛУГ СРЕДНЕГО ОБРАЗОВАНИЯ

Сфера услуг – это сектор, который играет важную роль в современной экономике. Под влиянием экономических, технологических и социальных изменений эта отрасль стала основным индикатором, определяющим уровень развития стран. Качество сферы услуг направлено на удовлетворение потребностей клиентов, а это, в свою очередь, дает организациям конкурентное преимущество. Образование также является важной частью системы обслуживания. Оно рассматривается как главный инструмент, развивающий творческий потенциал общества и обеспечивающий социальную справедливость и равные возможности.

Данная исследовательская работа направлена на анализ значимости качества обслуживания в экономической и социальной сферах, в том числе качества образовательных услуг. Качество обслуживания определяется как разница между ожиданиями клиента и фактическим полученным обслуживанием. Область образования является важной сферой, обеспечивающей развитие и будущее общества. Исследование проводилось в государственных и частных средних школах Туркестан.

Основная цель исследования – определить разницу между ожиданиями студентов от образовательных услуг и реальными знаниями, которые они получили. Для этого использовалась модель SERVQUAL, разработанная А. Парасураманом, В. Зейтамлом и Л. Берри. В ходе исследования проводилось анкетирование и анализировались полученные данные с помощью программ SPSS и Microsoft Excel. Определен уровень удовлетворенности студентов качеством образования, связь между качеством обслуживания и демографическими характеристиками.

Результаты показывают, что качественное образование оказывает прямое влияние на удовлетворение потребностей студентов. Научная ценность исследования заключается в

предоставлении конкретных рекомендаций по повышению качества с использованием модели SERVQUAL при оценке качества образовательных услуг.

Ключевые слова: качество обслуживания, организации среднего образования, измерение образовательных услуг, ожидания и представления потребителей, показатели качества.

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