

A STUDY ON CUSTOMER SERVICE QUALITY IN BYJU'S, CHENNAI

Submitted in partial fulfillment of the requirements for the award of

MASTER OF BUSINESS ADMINISTRATION

by

JERIN JS

Register No.40410076



SCHOOL OF MANAGEMENT STUDIES

SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

Accredited with Grade "A" by NAAC | 12B Status by UGC | Approved by AICTE

JEPPIAAR NAGAR, RAJIV GANDHI SALAI, CHENNAI - 600 119

APRIL 2022



SATHYABAMA

INSTITUTE OF SCIENCE AND TECHNOLOGY

(DEEMED TO BE UNIVERSITY)

Accredited with “A” grade by NAAC | 12B Status by UGC | Approved by AICTE

Jeppiaar Nagar, Rajiv Gandhi Salai, Chennai – 600 119

www.sathyabama.ac.in

SCHOOL OF MANAGEMENT STUDIES

BONAFIDE CERTIFICATE

This is to certify that this Project Report is the bonafide work of **JERIN. JS 40410076** who carried out the project entitled “**A STUDY ON CUSTOMER SERVICE QUALITY IN BYJU’S, CHENNAI**” under my supervision from January 2022 to March 2022.

Dr.M.JOHN BRITTO

Internal guide

External Guide

Dr. BHUVANESWARI .G

Dean – School of Management Studies

Submitted for Viva voce Examination held on _____

Internal Examiner

External Examiner

DECLARATION

I **JERIN. JS (40410076)** hereby declare that the Project Report entitled “**A STUDY ON CUSTOMER SERVICE QUALITY IN BYJU’S, CHENNAI**” done by me under the guidance of **DR.M.JOHN BRITTO** is submitted in partial fulfillment of the requirements for the award of Master of Business Administration degree.

DATE:

PLACE:

JERIN.JS

ACKNOWLEDGEMENT

I am pleased to acknowledge my sincere thanks to Board of Management of **SATHYABAMA** for their kind encouragement in doing this project and for completing it successfully. I am grateful to them.

I convey my sincere thanks to **Dr. G. Bhuvaneswari, Dean - School of Management Studies** and **Dr. A. Palani, Head - School of Management Studies** for providing me necessary support and details at the right time during the progressive reviews.

I would like to express my sincere and deep sense of gratitude to my Project Guide **DR.M.JOHN BRITTO** for his valuable guidance, suggestions and constant encouragement paved way for the successful completion of my project work.

I wish to express my thanks to all Teaching and Non-teaching staff members of the **School of Management Studies** who were helpful in many ways for the completion of the project.

JERIN. JS

ABSTRACT

This project titled “A Study on Customer service quality Of BYJU’S “.The main objective of this study is to determine the customer service quality that is by the BYJU'S to its customers.

Primary, well defined objectives are framed to the study then questionnaire is prepared based on defined objectives. The prepared questionnaire is used to get the direct response from the selected sample size of 120 customers of BYJU'S on the basis of convenience sampling method.

The response given by the employees are analyzed and interpreted using different statistical tools such as chi square test and correlation methods.

From this analysis some general findings arrived and that are more related with the framed objectives for this study. It is found that the overall customer service quality score is within the acceptable level. According to the findings, the suggestions and recommendations are given which will be more helpful for the organization.

LIST OF CONTENTS

CHAPTER NO	CONTENT	PAGE NO
	Abstract	i
	List Of Tables	ii
	List Of Charts	iv
1.1	Introduction	1
1.2	Industry Profile	8
1.3	Company Profile	14
1.4	Objectives Of The Study	19
1.5	Problem Identification	19
1.6	Scope Of The Study	19
1.7	Sources Of Data Collection	20
2.1	Review Of Literature	21
3.1	Methodology	26
3.2	Research Design	26
3.3	Sampling Technique	27
3.4	Tools For Data Collection	27
4.1	Percentage Analysis	32
4.2	Statistical Tools And Analysis	61
5.1	Findings	65

5.2	Suggestion	66
5.3	Limitations	67
5.4	Conclusion	67
5.5	Reference	84
	Questionnaire	68

LIST OF TABLES

TABLE NO	TITLE	PAGE NO
4.1	Gender	32
4.2	Age	33
4.3	Education	34
4.4	Marital status	35
4.5	Monthly income	36
4.6	Occupation	37
4.7	Opinion on the modern equipment	38
4.8	Opinion on physical facilities	39
4.9	Opinion on proper uniform	40
4.10	Enquiry and materials	41
4.11	On the promise customers	42
4.12	Opinion on problem solving	43
4.13	Opinion on the performing first time	44
4.14	Opinion promised service time	45
4.15	Opinion on the errors free records	46
4.16	Respondents on employees performance	47
4.17	Respondents on prompt service customers	48
4.18	Respondents opinion on willing to customers	63
4.19	Respondents opinion on respond to customers	64
4.20	The respond on instilling to customers	66
4.21	The safe in transaction	67

4.22	Respondents opinion on the courteous with customers	68
4.23	Respondents opinion on the knowledge to answer	70
4.24	Respondents opinion on individual attention	71
4.25	Respondents opinion on operating hour convenient	72
4.26	Respondents opinion on personal attention	73
4.27	Respondents opinion on the interest at heart	74
4.28	Respondents opinion on the need of customers	77
4.29	Chi-square tests based on education and monthly income	77
4.30	Respondents using correlation based on instilling confidence and safe transactions	79
4.31	The respondents using correlation based on customers personal attention and specific needs of customers	80

LIST OF CHARTS

TABLE NO	TITLE	PAGE NO
4.1	Gender	43
4.2	Age	44
4.3	Education	45
4.4	Marital status	46
4.5	Monthly income	47
4.6	Occupation	48
4.7	Opinion on the modern equipment	49
4.8	Opinion on physical facilities	50
4.9	Opinion on proper uniform	51
4.10	Enquiry and materials	52
4.11	On the promise customers	53
4.12	Opinion on problem solving	54
4.13	Opinion on the performing first time	55
4.14	Opinion promised service time	56
4.15	Opinion on the errors free records	57
4.16	Respondents on employees performance	58
4.17	Respondents on prompt service customers	61
4.18	Respondents opinion on willing to customers	63
4.19	Respondents opinion on respond to customers	64
4.20	The respond on instilling to customers	66
4.21	The safe in transaction	67

4.22	Respondents opinion on the courteous with customers	68
4.23	Respondents opinion on the knowledge to answer	70
4.24	Respondents opinion on individual attention	71
4.25	Respondents opinion on operating hour convenient	72
4.26	Respondents opinion on personal attention	73
4.27	Respondents opinion on the interest at heart	74
4.28	Respondents opinion on the need of customers	77
4.29	Chi-square tests based on education and monthly income	77
4.30	Respondents using correlation based on instilling confidence and safe transactions	79
4.31	The respondents using correlation based on customers personal attention and specific needs of customers	80

CHAPTER 1

1.1 INTRODUCTION

The services sector with an around 57 per cent contribution to the gross domestic product (GDP), has made rapid strides in the last few years and emerged as the largest and fastest-growing sector of the economy. Besides being the dominant sector in India's GDP, it has also contributed substantially to foreign investment flows, exports, and employment. India's services sector covers a wide variety of activities that have different features and dimensions. They include trade, hotel and restaurants, transport, storage and communication, financing, insurance, real estate, and business services, community, social and personal services and services associated with construction. Services in India are emerging as a prominent sector in terms of contribution to national and states' incomes, trade flows, foreign direct investment (FDI) inflows, and employment.

1.1.1 Customer service quality Definition:

According to **Asubonteng** et al., (1996). Parasuraman et al., (1985) define customer service quality as "The discrepancy between consumers' perceptions of services offered by a particular firm and their expectations about firms offering such services

1.1.2 Customer service quality:

'Quality' in a service organization is a measure of the extent to which the service delivered meets customer's expectations because to the customer, quality is all about Meeting or exceeding their expectation.

The National quality institute web site defined quality as follows: Quality is in the eye of the beholder. Yet we all recognize it when we See it Quality is when you are so satisfied with a product or service That you go out of your way to recommend it to other people" There is a tendency to think of quality as being upscale,

first class and expensive. In fact, quality can be achieved at all price levels – if the need and desires of the customers are met, and exceeded. The nature of most services is such that the customer is present in the delivery process. This means that the perception of quality is influenced not only by the service outcome but also by 'the service processes. Reliance fresh is a store, which provides services to the customers. In this project it is estimated that to what extent the quality service is by reliance fresh and what role does the marketers play in delivering high quality goods and services to get the target customers.

1.1.3 Components of Customer service quality

Customer service quality can be analyzed from two angles:

1. External customer service quality (ESQ) and
2. Internal customer service quality (ISQ)

External Customer service quality (ESQ)

External customer service quality, which refers to the customer service quality delivered to the Customers, has gained much prominence in the context of increasing customers' Expectations and changing customer preferences. External customer service quality offered to customers is generally referred to as customer service quality. Providing high quality services enhances customer retention rates, helps to attract new customers through positive word of mouth advertising, increases productivity, leads to higher market share, financial performance and profitability.

Different researchers have identified different dimensions to measure External customer service quality. Gamin (1984)¹ measured the ESQ with the help of performance, features, reliability, conformance, durability, serviceability, aesthetics and prestige. Driver and Johnson (2001)² estimated the ESQ with different dimensions namely alliterativeness, care, courtesy, flexibility, reliability, competence, integrity, access, availability and functionality.

Internal Customer service quality (ISQ)

In Services organizations, the employees come in to contact with the customers in the process of production and consumption of services. The inseparable nature of services

stresses the point that the human factor forms a key element in service sector. In service businesses, the service personnel reflect the organizational realities. It is through the interaction with the staff that the customers form an opinion about the organization. Therefore, it becomes essential for the service marketers to motivate the employees to serve the customers better. The main prerequisite for motivating the employees to deliver quality service to customers is delivering quality service to internal customers (employees).

Internal customer service quality is defined as the feeling that employees have towards their job, colleagues and the company. It refers to the quality of work life among the employees. The Internal customer service quality has been measured by the employee's attitude on pay, benefits, opportunities, job security, pride in the work, openness, fairness and friendliness in the organization. Relationship between the External and Internal Customer service quality and Customers Attitude Today many service organizations have started paying more attention to Customer relationship and hence they use latest technology in providing services and facilitate their customers to avail the benefits. Right from the seventies there was a Need for improvement in customer services in banks. With the emergence of new Generation banks, introduction of technology, competition, deregulation, etc., new Dimensions to customers' service have been added. In the present scenario, "Customers' delight", has been the buzzword in banking. The external and internal Customer service quality in banks is a need of the hour for the survival of banks in the industry.

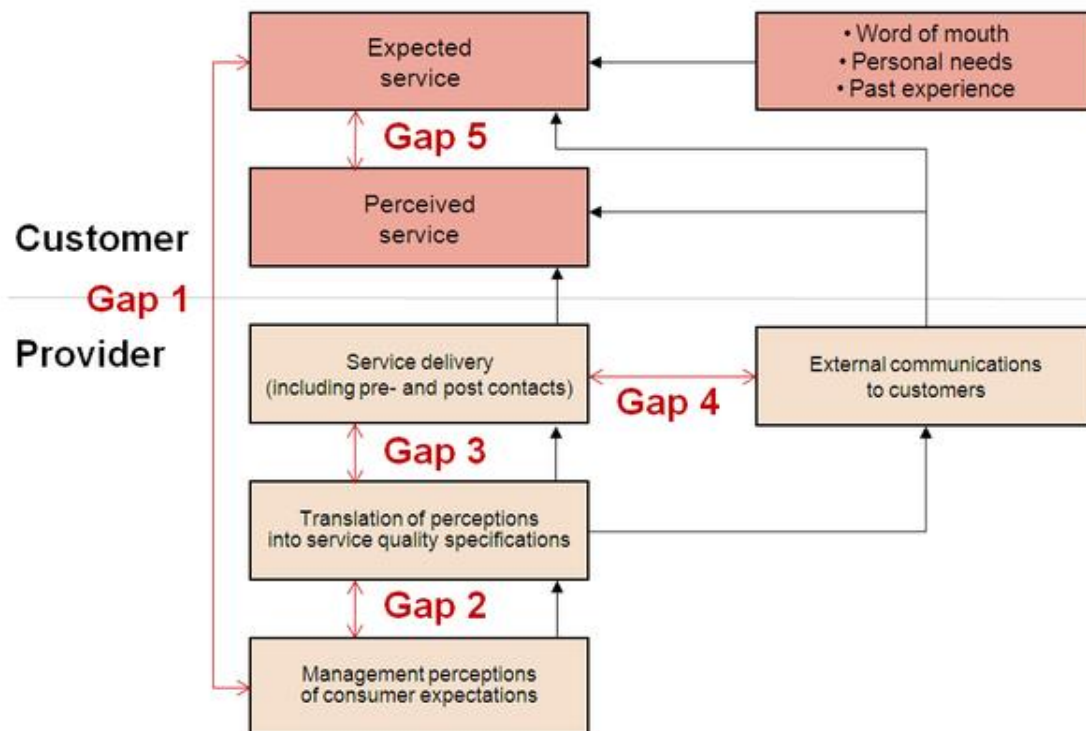
1.1.4 SERVQUAL Concept

The SERVQUAL customer service quality model was developed by a group of American authors, 'Parsu' Parasuraman, Valarie Zeithaml and Len Berry, in 1988. It highlights the main components of high quality service. The SERVQUAL authors originally identified ten elements of customer service quality, but in later work, these were collapsed into five factors - reliability, assurance, tangibles, empathy and responsiveness - that create the acronym RATER.

Businesses using SERVQUAL to measure and manage customer service quality deploy a questionnaire that measures both the customer expectations of customer service quality in terms of these five dimensions, and their perceptions of the service they receive. When customer expectations are greater than their perceptions of received delivery, customer service quality is deemed low.

In addition to being a measurement model, SERVQUAL is also a management model. The SERVQUAL authors identified five Gaps that may cause customers to experience poor customer service quality.

Gap Model of Service Quality



Gap 1: between consumer expectation and management perception

This gap arises when the management does not correctly perceive what the customers want. For instance, company administrators may think customers want better food, but customers may be more concerned with the responsiveness of the nurse. Key factors leading to this gap are:

- Insufficient marketing research
- Poorly interpreted information about the audience's expectations
- Research not focused on demand quality
- Too many layers between the front line personnel and the top level management

Gap 2: between management perception and customer service quality specification

Although the management might correctly perceive what the customer wants, they may not set an appropriate performance standard. An example would be when company administrators instruct nurses to respond to a request 'fast', but may not specify 'how fast'. Gap 2 may occur due to the following reasons:

- Insufficient planning procedures
- Lack of management commitment
- Unclear or ambiguous service design
- Unsystematic new service development process

Gap 3: between customer service quality specification and service delivery

This gap may arise through service personnel being poorly trained, incapable or unwilling to meet the set service standard. The possible major reasons for this gap are:

- Deficiencies in human resource policies such as ineffective recruitment, role ambiguity, role conflict, improper evaluation and compensation system
- Ineffective internal marketing
- Failure to match demand and supply

- Lack of proper customer education and training

Gap 4: between service delivery and external communication

Consumer expectations are highly influenced by statements made by company representatives and advertisements. The gap arises when these assumed expectations are not fulfilled at the time of delivery of the service. For example, the company printed on the brochure may have clean and furnished rooms, but in reality it may be poorly maintained, in which case the customers' expectations are not met. The discrepancy between actual service and the promised one may occur due to the following reasons:

- Over-promising in external communication campaign
- Failure to manage customer expectations
- Failure to perform according to specifications

Gap 5: between expected service and experienced service

This gap arises when the consumer misinterprets the customer service quality. For example, a physician may keep visiting the customer to show and ensure care, but the customer may interpret this as an indication that something is really wrong.

Determinants

The ten determinants that may influence the appearance of a gap are:

1. **Competence** is the possession of the required skills and knowledge to perform the service. For example, there may be competence in the knowledge and skill of contact personnel, knowledge and skill of operational support personnel and research capabilities of the organization.
2. **Courtesy** is the consideration for the customer's property and a clean and neat appearance of contact personnel, manifesting as politeness, respect, and friendliness.

3. **Credibility** includes factors such as trustworthiness, belief and honesty. It involves having the customer's best interests at prime position. It may be influenced by company name, company reputation and the personal characteristics of the contact personnel.
4. **Security** enables the customer to feel free from danger, risk or doubt including physical safety, financial security and confidentiality.
5. **Access** is approachability and ease of contact. For example, convenient office operation hours and locations.
6. **Communication** means both informing customers in a language they are able to understand and also listening to customers. A company may need to adjust its language for the varying needs of its customers. Information might include for example, explanation of the service and its cost, the relationship between services and costs and assurances as to the way any problems are effectively managed.
7. **Knowing the customer** means making an effort to understand the customer's individual needs, providing individualized attention, recognizing the customer when they arrive and so on. This in turn helps to delight the customers by rising above their expectations.
8. **Tangibles** are the physical evidence of the service, for instance, the appearance of the physical facilities, tools and equipment used to provide the service; the appearance of personnel and communication materials and the presence of other customers in the service facility.
9. **Reliability** is the ability to perform the promised service in a dependable and accurate manner. The service is performed correctly on the first occasion, the accounting is correct, records are up to date and schedules are kept.
10. **Responsiveness** is the readiness and willingness of employees to help customers by providing prompt timely services, for example, mailing a transaction slip immediately or setting up appointments quickly.

By the early 1990s, the authors had refined the model to five factors that enable the acronym RATER:

1. Reliability: the ability to perform the promised service dependably and accurately
2. Assurance: the knowledge and courtesy of employees and their ability to convey trust and confidence
3. Tangibles: the appearance of physical facilities, equipment, personnel and communication materials
4. Empathy: the provision of caring, individualized attention to customers
5. Responsiveness: the willingness to help customers and to provide prompt service

The simplified RATER model allows customer service experiences to be explored and assessed quantitatively and has been used widely by service delivery organizations.

Nyeck, Morales, Ladhari, and Pons (2002) stated the SERVQUAL measuring tool “appears to remain the most complete attempt to conceptualize and measure customer service quality” (p. 101). The SERVQUAL measuring tool has been used by several researchers to examine numerous service industries such as healthcare, banking, financial services, and education (Nyeck, Morales, Ladhari, & Pons, 2002).

1.2 INDUSTRY PROFILE:

India holds an important place in the global education industry. India has one of the largest networks of higher education institutions in the world. However, there is still a lot of potential for further development in the education system.

With ~26.31% of India’s population in the age group of 0-14 years, India’s education sector provides numerous opportunities for growth.

1.2.1 Market Size

India has the world’s largest population of about 500 million in the age bracket of 5-24 years, which provides a great opportunity for the education sector. The education sector in India was estimated at US\$ 91.7 billion in FY18 and is expected to reach US\$ 101.1 billion in FY19.

In India, the edtech market is expected to reach US\$ 4 billion by 2025, from US\$ 750 million in 2020.

Number of colleges in India reached 39,931 in FY19. As of May 17, 2021, number of universities in India reached 981. India had 37.4 million students enrolled in higher

education in FY19. In FY20, Gross Enrolment Ratio in higher education in India was 27.1%. ICAR is one of the largest national agricultural organisations in the world. It has 122 institutes and 67 agricultural universities across India, as of July 2021.

In 2020-21, there were 9,700 total AICTE approved institutes. Of the total, there were 4,100 undergraduate, 4,951 postgraduate and 4,514 diploma courses in AICTE approved institutes. According to the National Institutional Ranking Framework, 7 positions were bagged by prominent Indian Institutes of Technology out of the top 10 institution rankings in 2020.

As per the QS employability rankings 2022, the Indian Institute of Science (IISc), Bengaluru, six Indian Institutes of Technology (IITs), Delhi University, University of Mumbai, University of Calcutta, OP Jindal Global University, Sonipat and BITS Pilani were among the top 500 universities.

According to KPMG, India has also become the second largest market for E-learning after the US. The sector is expected to reach US\$ 1.96 billion by 2021, with about 9.6 million users from US\$ 247 million and around 1.6 users in 2016.

1.2.2 Investments/ Recent Developments

From April 2000 to June 2021, Foreign Direct Investment (FDI) equity inflows stood at US\$ 6,154.87 million according to the data released by Department for Promotion of Industry and Internal Trade (DPIIT).

The education and training sector in India witnessed some major investments and developments in the recent past. Some of them are:

- In October 2021, the Union Minister for Education and Skill Development launched phase 2 of the Mahatma Gandhi National Fellowship. Phase 2 will be a two-year long fellowship that will provide individuals with opportunities to enhance their skills.
- In October 2021, the NSDC launched the largest 'Impact Bond' in India, with a US\$ 14.4 million fund, to help 50,000 youngsters in the country acquire skills necessary for employment.

- In October 2021, Teachmint was valued at US\$ 500 million in a US\$ 78 million funding round.
- In September 2021, Amazon launched its global computer science education initiative in India. The aim of this initiative is to offer 1 lakh students the opportunity to study computer science.
- In October 2021, Byju's is planning to raise Rs. 2,200 crore (US\$ 300 million) to increase the company's valuation from US\$ 16.4 billion in 2020 to US\$ 18 billion in 2021. This funding will be used to expand the company's business in global markets and focus on more acquisitions.
- In 2021, Unacademy ranked #1 on LinkedIn's list of 25 top start-ups.
- Tata Technologies funded 150 industrial training institutes (ITIs) in Karnataka with the latest technological equipment worth Rs. 4,636 crore (US\$ 614.2 million) and infrastructure worth Rs. 220 crore (US\$ 29.1 million). This development is expected to be completed by November 2021
- In September 2021, Gradeup, one of India's leading online exam preparation platforms, was acquired by BYJU's, the world's most-valued edtech firm with a US\$ 16.5 billion valuation. The deal's value was not disclosed by the firm.
- In September 2021, Akudo, a fin-edtech start-up, raised US\$ 4.2 million in its seed round led by Y Combinator, JAFECO Asia, Incubate Fund India and marquee angels.
- In September 2021, 88academics, an edtech firm, announced that it has raised equity financing of ~Rs. 22.1 crore (US\$ 3 million) in funding led by Aarin Capital Partners.
- Following Beijing's constraints on the education business in July 2021, India might become a hotbed for Edtech entrepreneurs and the next investment hotspot in this sector, and unicorn businesses may have an advantage in attracting money from international investors.
- Unacademy, an Indian online learning company, raised US\$ 440 million in a fresh funding round in August 2021.

- In 2021, Vah Vah!, a vocational training platform offering makeup and beauty courses, has raised US\$1.85 million in a seed round led by Sequoia India's Surge accelerator.
- DigitalEd and Binary Semantics have announced the formation of 'DigitalEd India,' a joint venture that will bring the best-in-class digital learning to India in 2021.
- In June 2021, Amazon India launched Machine Learning Summer School to help students learn new skills.
- Domestic service providers have formed JV with foreign players. For example, GMR Aviation Academy and UAE-based Emirates Group Security will jointly offer various aviation and security courses in India.
- In May 2021, the Institute of Health & Management (IHM), Australia, announced its plan to offer scholarships worth Rs. 10 crore (US\$ 1.3 million) to nurses in India to recognise their commitment and dedication amid the COVID-19 pandemic. The scholarship will be offered to those nurses undertaking the 'Gateway to global nursing programme'.
- In May 2021, the BITS School of Management (BITSoM) joined forces with London Business School (LBS). This partnership will focus on three segments— student engagement programme, LBS faculty teaching at BITSoM and developing joint executive programme in the space of women leadership.
- In May 2021, Virohan a healthcare ed-tech start-up, which provides vocational training for paramedics, raised US\$ 3 million in the Series A funding from Rebright Partners.
- As per the Union Budget 2021-22, under the NISHTHA training programme around 5.6 million teachers are to be trained in 2020-21.
- In April 2021, Education India—India's academic partner and a start-up in the field of education—is set to invest Rs. 20 crore (US\$ 2.4 million) in School Acquisition Module. The company is planning to have more than 200 schools on lease Module until 2023.
- On April 1, 2021, Union Education Minister launched the 'MyNEP2020' Platform of the NCTE Web Portal. The platform seeks to invite

suggestions/inputs/memberships from stakeholders for preparing drafts for development of the National Professional Standards for Teachers (NPST) and the National Mission for Mentoring Program Membership (NMM). The 'MyNEP2020' platform will be operational from April 1, 2021 to May 15, 2021.

12.3. Government Initiatives

Some of the other major initiatives taken by the Government are:

- On September 17, 2021, Mr. Ashwini Vaishnaw, the Minister of Railways, Communications, Electronics and Information Technology, launched Rail Kaushal Vikas Yojana, a programme under the aegis of Pradhan Mantri Kaushal Vikas Yojana (PMKVY), in Rail Bhavan to empower youth by providing entry-level training in industry relevant skills through railway training institutes as part of 75 years of Azadi ka Amrit Mahotsav.
- In September 2021, The NITI Aayog announced a collaboration with BYJU's. In this partnership, students in government schools in 112 'aspirational districts' will have free access to the company's 'quality learning materials'. BYJU'S will also give free engineering and medical entrance test preparation sessions to ~3,000 deserving students in Classes 11 and 12 through Aakash Institute.
- In August 2021, Prime Minister Mr. Narendra Modi will unveil at least ten schemes to commemorate a year of the new National Education Policy (NEP), including an academic bank of credit (ABC) in tertiary education, a competency-based assessment system for the school sector and a framework for internationalisation of Indian education.
- In 2021-22, the Ministry of Education has been allocated US\$ 12.52 billion, the eight-highest figure allocated to all ministries. The allocation constitutes 2.67% of the central government's estimated expenditure for 2021-22.
- In April 2021, India along with Bangladesh, Brazil, China, Egypt, Indonesia, Mexico, Nigeria and Pakistan joined the United Nation's E9 initiative. E9 initiative is the first of a three-phased process to co-create an initiative on digital learning and skills, targeting marginalised children and youth, especially girls. The

initiative aims to accelerate recovery and advance the Sustainable Development Goal 4 agenda by driving rapid change in education systems.

- According to Union Budget 2021-22, the government allocated Rs. 54,873.66 crore (US\$ 7.53 billion) for Department of School Education and Literacy, compared with Rs. 59,845 crore (US\$ 8.56 billion) in Union Budget 2020-21.
- The government allocated an expenditure budget of Rs. 38,350.65 crore (US\$ 5.28 billion) for higher education and Rs. 54,873 crore (US\$ 7.56 billion) for school education and literacy. The government also allocated Rs. 3,000 crore (US\$ 413.12 million) under Rashtriya Uchchatar Shiksha Abhiyan (RUSA).
- Under the Union Budget 2021-22, the government has placed major emphasis on strengthening the country's digital infrastructure for education by setting up the National Digital Educational Architecture (NDEAR).
- In January 2021, in order to mitigate the impact of challenges created due to COVID-19 pandemic, the Ministry of Education issued guidelines for identification, admission and continued education of migrant children.
- On January 15, 2021, the third phase of Pradhan Mantri Kaushal Vikas Yojana (PMKVY) was launched in 600 districts with 300+ skill courses. Spearheaded by the Ministry of Skill Development and Entrepreneurship, the third phase will focus on new-age and COVID-related skills. PMKVY 3.0 aims to train eight lakh candidates.
- In December 2020, the Ministry of Skill Development and Entrepreneurship, in collaboration with the Tata Indian Institute of Skills, launched two short-term courses in factory automation.

1.2.4 Road Ahead

In 2030, it is estimated that India's higher education will:

- combine training methods that involve online learning and games, and is expected to grow 38% in the next 2-4 years
- adopt transformative and innovative approaches in Higher education
- have an augmented Gross Enrolment Ratio (GER) of 50%
- reduce state-wise, gender based and social disparity in GER to 5%

- emerge as the single largest provider of global talent with one in four graduates in the world being a product of the Indian higher education system
- be among the top five countries in the world in terms of research output with an annual R&D spend of US\$ 140 billion
- have more than 20 universities among the global top 200 universities

Various Government initiatives are being adopted to boost the growth of distance education market besides focusing on new education techniques, such as E-learning and M-learning.

In FY22*, of the total 8,985 institutes, there were 3,623 undergraduate, 4,787 postgraduate and 3,986 diploma courses approved by the All India Council for Technical Education.

Education sector has seen a host of reform and improved financial outlays in recent years that could possibly transform the country into a knowledge haven. With human resource increasingly gaining significance in the overall development of the country, development of education infrastructure is expected to remain the key focus in the current decade. In this scenario, infrastructure investment in the education sector is likely to see a considerable increase in the current decade

The Government of India has taken several steps including opening of IIT's and IIM's in new locations as well as allocating educational grant for research scholars in most Government institutions. Furthermore, with online mode of education being used by several educational organisations, the higher education sector in India is set for major change and development in the years to come.

1.3 COMPANY PROFILE

BYJU'S is the world's most valued Ed-Tech company and the creator of the most loved school-learning app in India. Launched in 2015, BYJU'S offers highly personalised, engaging and effective learning programs for students in classes 4-12(K-12), and aspirants of competitive exams like JEE, CAT, GMAT, IAS and GRE. With 33 million

registered students and 2.2 million annual paid subscriptions, BYJU'S has become one of the most preferred education technology platforms across the globe.

What Makes Us Different?

Personalised Learning

Our niche is creating personalised learning experiences for every type of learner. The BYJU'S way of learning provides students a learning platform where they can learn, engage and be excited about charting their own path to discover the world. BYJU'S - The Learning App brings together the best teachers, technology, content, media for creating a seamless, world class learning experience for each and every student.

Why Choose Us?

Learning is pivotal for a student's success in academics and life. The Digital Age is deeply shaping the way students learn and will also determine their future prospects. In Byju's, we encourage students to embrace this fast, changing world and making them ready for tomorrow by being their constant learning partner.

We craft learning journeys for every student that address their unique needs. We believe in the power of one-to-one learning that addresses every child's learning needs, allows students to be holistically involved in their education and be active, lifelong learners.

Our Three Pillars

Personalised Learning Journeys

Personalised Learning- is the foundation of our unique programs for students. Using knowledge graphs, the program adapts and creates personalised learning journeys for students. It provides a comprehensive coverage of over 1 lakh concepts with animated videos and questions, fun quizzes and flashcards.

Based on the student's progress, personal learning profiles are created which help analyse strengths and areas of improvement. Each concept gets tagged at different levels of difficulty to create a smooth learning curve which keeps students motivated

through any new learning challenge. Whenever errors are made, motivating remedial methods are generated to strengthen and improve the student's learning experience.

Technology Enabled Learning

In Byju's, we leverage technology to merge best practices like use of videos, engaging content and quizzes with the best teachers so that every child across the globe has access to the best learning experiences.

Key features of the learning program:

- Interactive and engaging learning modules
- Visually rich content to enable conceptual clarity and lifelong term retention
- Personalised learning programs designed for every student, enabled by the power of data science

Best Teachers & Engaging Content

The BYJU'S Learning Programs provide students a holistic learning experience. Students across regions can access the best teachers and see concepts come to life. Every detail of a student's journey is planned and executed at the deepest level with subject matter experts, teachers and tools like videos, interactive animations, quizzes and assessments.

The app integrates these well crafted lessons from our teachers and assessments along with analysis and recommendations, personalised to suit each student's learning style. This holistic approach has seen a student engagement of over 64 minutes a day, being spent by a student on the app, making it one of the most loved apps for students across age groups.

We in Byju's work towards offering students the best learning experience. We have courses for students across ages and grades:

- Maths, Physics, Chemistry and Biology for CBSE and ISC (Classes 4-12)
- Competitive Exams- JEE, NEET, IAS, CAT, GMAT preparation courses

BYJU'S is the world's most valued Ed-Tech company and the creator of the most loved school learning app in India. Launched in 2015, BYJU'S offers highly personalised, engaging and effective learning programs for students in classes 4-12(K-12), and aspirants of competitive exams like JEE, CAT, GMAT, IAS and GRE. With 33 million registered students and 2.2 million annual paid subscriptions, BYJU'S has become one of the most preferred education technology platforms across the globe.

What Makes Us Different?

Personalised Learning

Our niche is creating personalised learning experiences for every type of learner. The BYJU'S way of learning provides students a learning platform where they can learn, engage and be excited about charting their own path to discover the world. BYJU'S - The Learning App brings together the best teachers, technology, content, media for creating a seamless, world class learning experience for each and every student.

Why Choose Us?

Learning is pivotal for a student's success in academics and life. The Digital Age is deeply shaping the way students learn and will also determine their future prospects. In Byju's, we encourage students to embrace this fast, changing world and making them ready for tomorrow by being their constant learning partner.

We craft learning journeys for every student that address their unique needs. We believe in the power of one-to-one learning that addresses every child's learning needs, allows students to be holistically involved in their education and be active, lifelong learners.

Our Three Pillars

Personalised Learning Journeys

Personalised Learning- is the foundation of our unique programs for students. Using knowledge graphs, the program adapts and creates personalised learning journeys for

students. It provides a comprehensive coverage of over 1 lakh concepts with animated videos and questions, fun quizzes and flashcards.

Based on the student's progress, personal learning profiles are created which help analyse strengths and areas of improvement. Each concept gets tagged at different levels of difficulty to create a smooth learning curve which keeps students motivated through any new learning challenge. Whenever errors are made, motivating remedial methods are generated to strengthen and improve the student's learning experience.

Technology Enabled Learning

In Byju's, we leverage technology to merge best practices like use of videos, engaging content and quizzes with the best teachers so that every child across the globe has access to the best learning experiences.

Key features of the learning program:

- Interactive and engaging learning modules
- Visually rich content to enable conceptual clarity and lifelong term retention
- Personalised learning programs designed for every student, enabled by the power of data science

Best Teachers & Engaging Content

The BYJU'S Learning Programs provide students a holistic learning experience. Students across regions can access the best teachers and see concepts come to life. Every detail of a student's journey is planned and executed at the deepest level with subject matter experts, teachers and tools like videos, interactive animations, quizzes and assessments.

The app integrates these well crafted lessons from our teachers and assessments along with analysis and recommendations, personalised to suit each student's learning style. This holistic approach has seen a student engagement of over 64 minutes a day, being spent by a student on the app, making it one of the most loved apps for students across age groups.

We in Byju's work towards offering students the best learning experience. We have courses for students across ages and grades:

- Maths, Physics, Chemistry and Biology for CBSE and ISC (Classes 4-12)
- Competitive Exams- JEE, NEET, IAS, CAT, GMAT preparation courses

1.4 OBJECTIVES OF THE STUDY

- To find the expectation of customers towards customer service quality in Byju's .
- To understand the perception of customers on the customer service quality of BYJU'S .
- To find the gap between expected and perceived customer service quality.
- To know the gap between service delivery and external communication to customers.
- To study the level of satisfaction of customers towards BYJU'S .

1.5 STATEMENT OF THE PROBLEM

In this study the researcher has to analyse the quality provided by BYJU'S and to study various dimensions of customer service quality that is associated with the services provided by the organization.

It has to highlight the perception of the customers over the services provided and thus to be compared with the expectations of the customers. This in turn will hint on customer service quality gaps which indirectly represent the satisfaction level of the customers towards the services provided by the organization.

1.6 SCOPE OF THE STUDY

The aim of the study is to find out the impact of customer satisfaction in respect of customer service quality and its dimensions. For this purpose the study focused on the in-depth issues regarding the nature and customer service quality provided by the BYJU'S , Chennai. It is a known fact that organized retailing is making a strong impact in many parts of India's growing economy. This study reveals the perceptions of

services quality dimensions like physical aspects, reliability, personal interaction, problem solving and policy which assess the retail service users, especially BYJU'S Service. Moreover, the study made an attempt to analyze the impact of customer satisfaction on the overall services quality of BYJU'S.

1.7 SOURCES OF DATA COLLECTION:

PRIMARY DATA:

The primary data are collected from the customers of BYJU'S , Pudhucherry through a direct structured questionnaire.

SECONDARY DATA:

Company profiles, websites, magazines, articles were used widely as a support to primary data.

SURVEY:

Survey is the most commonly used method of primary data collection in research. This is widely used because of its extreme flexibility.

CHAPTER 2

2.1 REVIEW OF LITERATURE

Michael Cusumano, Steve Kahl and Fernaando Suarez (2008) “A theory of services in product industries”, has concluded that in many product oriented industries, services have become increasingly important. In case of automobiles, many automakers generate the vast majority of their profits from a service activity closely tied to their product activity. The automobile industry overall generates a large portion of its profits from other product-related service activities such as insurance and repairs. The authors argued that despite the seeming importance of services, there is not much theory to help researchers or practitioners explain the 3 conditions under which services matter in product industries. The general view that emerges from the services literature is that services tend to become important for manufacturing firms once their industries reach a mature stage.

S.Saravan, N Panchanathan and S Pragadeeswaran (2009) concluded in their research paper “Markets and Consumers- Consumer Behavior Towards Showroom Services of Two-wheeler with reference to Cuddalore District” that students and employees are more satisfied about showroom service and age of consumer is an important factor while choosing the brand of bike and all the consumers give importance all factors relating to buying a vehicle.

Steve Kahl and Fernaando Suarez (2008) in their research paper “Product, Process, and Service:A New Industry Lifecycle Model”, has concluded that Existing models of industry lifecycle evolution tend to focus on changes in the products and processes and largely overlook the dynamics of services, but increasingly, the revenues of many firms are becoming dominated by sales of services rather than products, or products sold with services to gain competitive differentiation in markets marked by increasing product commoditization.

RajnishKatarne, and Satyendra Sharma 13 (2010) This paper aimed at the measurement of current customer service quality level of a typical automobile dealership in an Indian city. The study was conducted using a representative survey of

respondents, the owners of one of the popular brand vehicles. In this paper, satisfaction/dissatisfaction of the customer has been measured using standard statistical tools, and an attempt has been made to find out reason(s) for dissatisfaction by applying the root cause analysis. The current performance of a service centre was not found up to the mark. Necessary suggestions have been made and the service centre has started executing them for the improvement in the current customer service quality level.

Ali Ramezani Ghotbabadi et al., 2012 In their Review of customer service quality models shows that all of them have some advantages and disadvantages and Customer service quality models have improved day by day. SERVQUAL is the most common model used by researchers but it is not comprehensive and suitable for different applications. In this study, they have found the Hierarchical model as the comprehensive model.

Jenet Manyi Agbor, (2011) In her study on the relationship between customer satisfaction and customer service quality covering three different service sectors in Umea namely FOREX, ICA and Umea University concludes that customer service quality dimension varies in the different service sectors. The findings suggest that to provide quality service to satisfy customers, organizations in each service sector have to identify and improve on the dimensions of customer service quality.

Sany Sanuri Mohd. Mokhtar, (2011), Both customer service quality and customer satisfaction significantly affect the level of customer loyalty of mobile phone users in Malaysia. Hence, all the hypotheses except one have been supported. It was therefore, recommended that mobile service providers should pay special attention to their customer service quality and the factors that drive customer satisfaction.

Ahasanul Haque, et al., (2009) In their study on Exploring critical factors for choice of Mobile service providers and its effectiveness on Malaysian Consumers reveal that service providers compete not only for networking quality by a large amount of investment in network quality, network extension and upgrading, but also for the acquisition of new customers and retention of old customers by direct and indirect price reduction. Network quality is one of the important factors of overall customer service

quality. According to their study, product quality, availability, and promotion are also significantly important factors to influence the consumers in Malaysia's vast mobile phone market.

Setayesh Sattari, et al., (2007) In their study on Customer service quality in the Iranian cellular telecommunications market reveal that that four of six dimensions of customer service quality were strong predictors of customer service quality in Iran's mobile telecom market and had positive influences on customers' perceived customer service quality. Gathered empirical results showed that in mobile telecom industry in Iran network quality, empathy, assurance and reliability are strong determinants of customer service quality while tangibles and responsiveness are weak ones and aren't salient dimensions in forming customer service quality perceptions.

customer service quality at retail stores customers' PERCEPTION by P. Praba Devi and R. Sellappan 2009 from the research it refers that The performance of the retailing sector for the past few years outstanding and witnesses a huge revamping exercise, significantly contributed by the growth of the organized retailing. The retail environment today is changing more rapidly than ever before (Dabholkar, 1996). It is characterized by intensifying competition from both domestic and foreign companies, a spate of mergers and acquisition, and more sophisticated and demanding customers who have great expectations related to their consumption experience (Sellers, 1990; Smith, 1989). There is a general agreement that a basic retailing strategy for creating competitive advantage is the delivery of high customer service quality (Berry, 1986; Hummel and Savitt, 1988; Reichheld and Sasser, 1990). Retail literature suggests that store appearance is important to retail customers value the convenience of shopping that physical aspects such as store layout offer (Gutman and Alden , 1985 : Hummel and Savitt, 1988: Mazursky and Jacoby, 1985 : Oliver, 1981) Westbrook (1981) found that the availability for retail shopping (Oliver, 1981). Studies have also shown that the customers are solving the customer problems. Customer service quality in retailing is different from any other product or service environment (Finn and Lamb, 1991).

Measuring retail service quality: examining applicability of international research perspectives in india by dr.subhashinikaul october 2005 From the research it refers that Customer service quality measures developed internationally are often accepted as adequate in India. This study evaluates the Retail Customer service quality Scale (RSQS) developed in the U.S. are not valid in India. This lowers the diagnostic ability of the scale for identifying areas requiring strategic focus. This study argues for further research and extensive scale adaptation before scales developed in other countries such as the RSQS are applied in the Indian context.

Measuring retail customer service quality: a study on indian departmental stores by dr.p.c.rajaram & Mr.V.P.Sriram 2014 From the research it refers that his present study mainly focused on customer service quality measurement in departmental retail stores. A department store is retail concerns which focus in fulfilling an extensive range of the individual and housing durable goods, product needs; and offering the shopper a choice multiple products lines, at different price, in all product groups. Based on the literature studies, limited customer service quality measurement studies with regards to departmental stores available in India. Hypothesis for the present study framed like finding the effects of RSQS customer service quality dimensions on stores customer satisfaction. The present study conducted at three different metropolitan cities in South India. Chennai, Madurai and Coimbatore are the research is. 300 respondents are selected using judgmental sampling method. Researcher has used modified version of RSQS (27 items) to measure the stores customer service quality.

Analytical study on retail customer service quality of organized retail sector in trichy by C. Thirumal Azhagan Dr. P.S.Nagarajan July-Dec 2011 From the research it refers that Customer service assumes vital importance in the marketing programs of all modern organizations, specifically service organizations. The retail sector comes under service industry and the main focus is on the efficient and effective delivery of service to the customers. The most important focus in the retail sectors are, quality of the product delivered and customer satisfaction. The best way of surviving and prospering in the competitive environment is through providing prompt, relevant and efficient customer services at measurable cost comfortable environment.

A chronological study of customer service quality research on retail sector by sanjeev kr.singh From the research it refers that Researchers and academicians in the area of services around the world have been using various tools and techniques to measure customer service quality, as a result have been successful in developing scales like SERVQUAL, SERVPERF, SERVCON, RSQS etc. These scales are extensively used for measuring customer service quality in different service sectors in different geographical locations. It has been observed that the applicability of these scales has many limitations or is to be used with appropriate modifications in each circumstance depending on the type of services for which it is to be used. This paper is thus an attempt to bring together all such research instruments, scales, tools & techniques, so as to help future researchers in comparing the same and selecting the one which is more close to their usage. The paper also tries to summarise the dimensions and attributes used by authors for different service businesses. The methodology used is a simple comparison method between various studies conducted on customer service quality issue, using a simple comparison method between various studies conducted on customer service quality issue, using published research papers from different sources like online databases example- Ebsco & Emerald, and physical journals from libraries. This paper is unique as it is for the first time such comprehensive study is done on customer service quality measurement.

CHAPTER 3

3.1 RESEARCH METHODOLOGY:

The research methodology deals with various aspects of research, it talks about the types of research to be used, the research plans, how data can be collected either by primary or secondary sources. It also plans what type of questionnaire to be followed and what ranking scales. To be used. The research decides about the sample frame (size), research boundary and the various statistical tools to be used in data analysis and interpretation.

RESEARCH MEANING:

Research is an art of scientific investigation. According to Redman and Mary defines research as a “systematic effort to gain knowledge”. Research methodology is way to systematically solve the research problem. It is a plan of action for a research project and explains in detail how data are collected and analyzed. This research study is a descriptive research study.

3.2 RESEARCH DESIGN:

A Research design is purely and simply the framework or plan for the study that guides the collection of the data. It is used to fulfill the research objective and answering questions. “A research design is the arrangement of conditions of collection and analysis of data in a matter that aims to combine relevance to the research purpose with economy in procedure”.

DESCRIPTIVE RESEARCH DESIGN:

Research design followed in this study is descriptive study. Descriptive research, also known as statistical research, describes data and characteristic about the population being studied. Descriptive research answer the question who, what, where, when and how. Descriptive study is undertaken to ascertain and be able to describe the characteristics of the variables of interest in a situation. Quite frequently, describe studies are undertaken in organizations to learn about and describe the characteristic of a group of employees.

RESEARCH PROBLEM:

A Research problem in general refers to some difficulty which a research experience in the context of both a theoretical (or) practical situation and wants to obtain a solution. A research problem is one which requires a researcher to find out the best solution for the given problem i.e. to find out by which course of action the objective can be attained optionally in the context of a given environment. There are several factors which may result in making the problem complicated.

QUESTIONNAIRE:

The questions are arranged logical sequence. The questionnaire consists of a variety of questions presented to the employees for the response. Dichotomous questions, multiple choice questions were used in constructing questionnaire.

3.3 SAMPLING DESIGN:

Sampling may be defined as “The selection of some part of an aggregate or totality on the basis of which a judgments or inference about the aggregate or totality is made. It is the process of obtaining information about an entire population by examining only a part of it”.

POPULATION:

The Population for the study was the customers of BYJU'S s, Chennai, the total customer strength is infinity and identical.

SAMPLING SIZE:

This study covers 120 customers of BYJU'S, Chennai.

3.4 TOOLS FOR DATA COLLECTION:

The primary data is collected through a very well defined structured questionnaire is formulated in the lights of objectives of the study and about 120

customers were surveyed through it. The questionnaire includes 5 points Ranking Scales.

The Secondary data is collected from the company profile, company website, books, articles, and journals, etc

TOOLS FOR DATA ANALYSIS

For the analysis of the data and its interpretations, various tools of research where used.

- ❖ Chi square test
- ❖ Correlation

3.4.1. Chi square test:

The chi-square test is an important test amongst the several tests of significance developed by statisticians. Chi-square, symbolically written as

The chi-square test is an important test amongst the several tests of significance developed by statisticians. Chi-square, symbolically written as χ^2 (pronounced as Ki-square), is a statistical measure used in the content of sampling analysis for comparing a variance to a theoretical variance. As a non – parametric test, it “can be used to determine if categorical data shows dependency the two classifications are independent.

The test is, in fact, a technique through the use of which it is possible for all researchers to

- (i) Test the goodness of fit;
- (ii) Test the significance of association between two attributes, and
- (iii) Test the homogeneity or the significance of population variance.

Chi- square as a Test for Comparing Variance

The chi-square value is often used to judge the significance of population variance i.e., we can use the test to judge if a random sample has been drawn from a normal population with mean (μ) and with a specified variance (σ^2). The test is based on χ^2 distribution. Such a distribution we encounter when we deal with collections of values that involve adding up squares. Variances of samples require us to adding up squares. Variances of samples require us to add a collection of squared quantities and, thus, have distributions that are related to χ^2 distribution. If we take each one of a collection of sample variances, divide them by the known population variance and multiply these quotients by $(n-1)$, where n means the number of items in the sample, we shall obtain a χ^2 distribution, thus would have to same distribution as χ^2 distribution with $(n-1)$ degrees of freedom.

Chi-square as a Non-Parametric Test

Chi- square is an important non-parametric test and as such no rigid assumptions are necessary in respect of the type of population. We require only the degrees of freedom (implicitly of course the size of the sample) for using this test. As a non-parametric test, chi- square can be used

(i) As a test of goodness of fit and

(ii) As a test of independence

If the calculated value of χ^2 is less than the table value at a certain level of significance, the fit is considered to be a good one which means that the divergence between the observed and expected frequencies is attributable to fluctuations of sampling. But if the calculated value of χ^2 is greater than its table value, the fit is not considered to be a good one.

On this basis we first calculate the expected frequencies and then work out the value of significance for given degrees of freedom, we conclude that null hypothesis. But if the calculated value of χ^2 is less its table value, our inference then would be that null

hypothesis does not hold good which means the two attributes are in reality χ^2 is then calculated as follows

$$\chi^2 = \frac{\sum (O_{ij} - E_{ij})^2}{E_{ij}}$$

Here,

O = Observed

E = Expected

$\sum$ = Summation

χ^2 = Chi Square value

O_{ij} = Observed frequency of the cell in i th row and j th column

E_{ij} = Expected frequency of the cell in i th row and j th column

$$d.f. = (c-1)(r-1)$$

Where 'c' means the number of column and 'r' means the number of rows.

Steps Involved In Applying Chi-square TEST

For d.f. greater than 30, the distribution of χ^2 approximates the normal distribution where in the mean of χ^2 distribution is 2 d.f. -1 and the standard deviation = 1. Accordingly, when d.f. Exceeds 30, the quantity $[\chi^2 - 2 d.f. - 1]$ may be used as a normal variance with unit variance, i.e.

$$Z_{\alpha} = \frac{\chi^2 - 2 d.f. - 1}{1}$$

(i) First of all calculate the expected frequencies on the basis of given hypothesis or on the basis of null hypothesis. Usually in case of a 2x2 or any contingency table, the expected frequency for any given cell is worked out as under:

$$\text{Expected frequency of any cell} = \frac{(\text{row total for the row of that cell}) \times (\text{Column total for the column of that cell})}{(\text{Grand total})}$$

(ii) Obtain the difference between observed and expected frequencies and find out the squares of such differences i.e., calculate $(O_{ij} - E_{ij})^2$.

(iii) Divided the quantity $(O_{ij} - E_{ij})^2$ obtained as stated above by the corresponding expected frequency to get $(O_{ij} - E_{ij})^2 / E$ and this should be done for all the cell frequencies or the group frequencies.

(iv) Find the summation of $(O_{ij} - E_{ij})^2 / E_{ij}$ values or what we call

$$\frac{\sum (O_{ij} - E_{ij})^2}{E_{ij}}$$

This is the required χ^2 value.

$$\chi^2 = \sum (O - E)^2 / E$$

Here,

O = Observed

E = Expected

$\sum$ = Summation

χ^2 = Chi Square value

3.4.2. CORRELATION:

A correlation coefficient is a coefficient that illustrates a quantitative measure of some type of correlation and dependence, meaning statistical relationships between two or more random variables or observed data values.

CHAPTER 4

DATA ANALYSIS AND INTERPRETATION

TABLE NO: 4.1 THE GENDER OF THE RESPONDENTS

GENDER	NO. OF RESPONDENTS	% OF RESPONDENTS
Male	70	58
Female	50	42
Total	120	100

Source: Primary Data



CHART NO: 4.1 THE GENDER OF THE RESPONDENTS

INFERENCE:

From the above table inferred that, 58% of respondents were male and 42% of respondents were female.

TABLE NO: 4.2 AGE OF THE RESPONDENTS

AGE GROUP	NO. OF RESPONDENTS	% OF RESPONDENTS
21-30	60	50
31-40	38	32
41-50	17	14
51-60	5	04
Total	120	100

Source: Primary Data

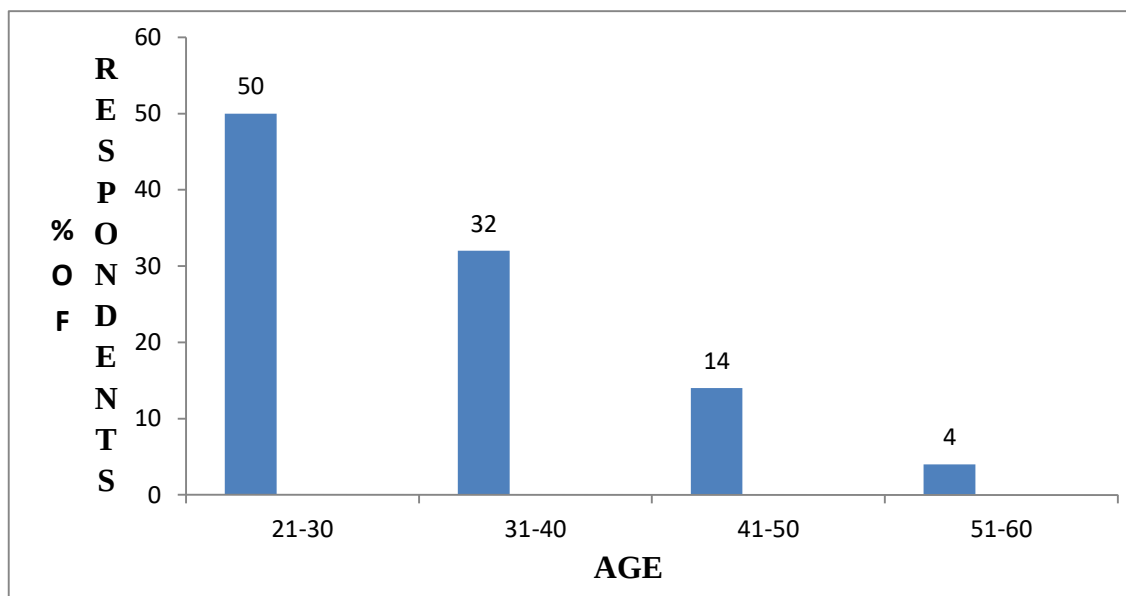


CHART NO: 4.2 AGE OF THE RESPONDENTS

INFERENCE:

From the above table it is inferred that 50% of respondents were under the age group of 21 – 30, 32% of respondents were under the age group of 31 – 40 years, 14% of respondents were under the age group of 41 – 50 years and 4% of respondents were under the age group of 51 – 60 years.

TABLE NO: 4.3 EDUCATIONAL QUALIFICATION OF THE RESPONDENTS

EDUCATION	NO. OF RESPONDENTS	% OF RESPONDENTS
Sslc	25	21
Bachelor degree	41	34
Master degree	42	35
Others	12	10
Total	120	100

Source: Primary Data

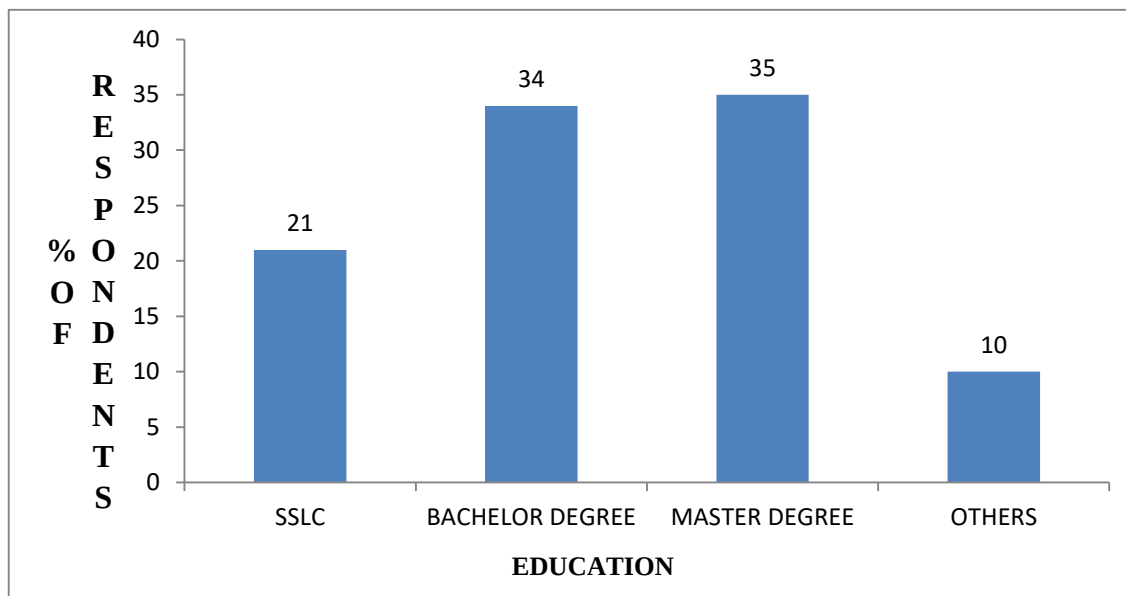


CHART NO: 4.3 EDUCATIONAL QUALIFICATION OF THE RESPONDENTS

INFERENCE:

From the above table it is inferred that, 35% of respondents were having Master Degree, 34% of respondents were having Bachelor Degree, 21% of respondents were having SSLC qualification and 10% of respondents have other qualification.

TABLE NO: 4.4 BASED ON MARITAL STATUS OF THE RESPONDENTS

MARITAL STATUS	NO. OF RESPONDENTS	% OF RESPONDENTS
Married	61	51
Unmarried	59	49
Total	120	100

Source: Primary Data

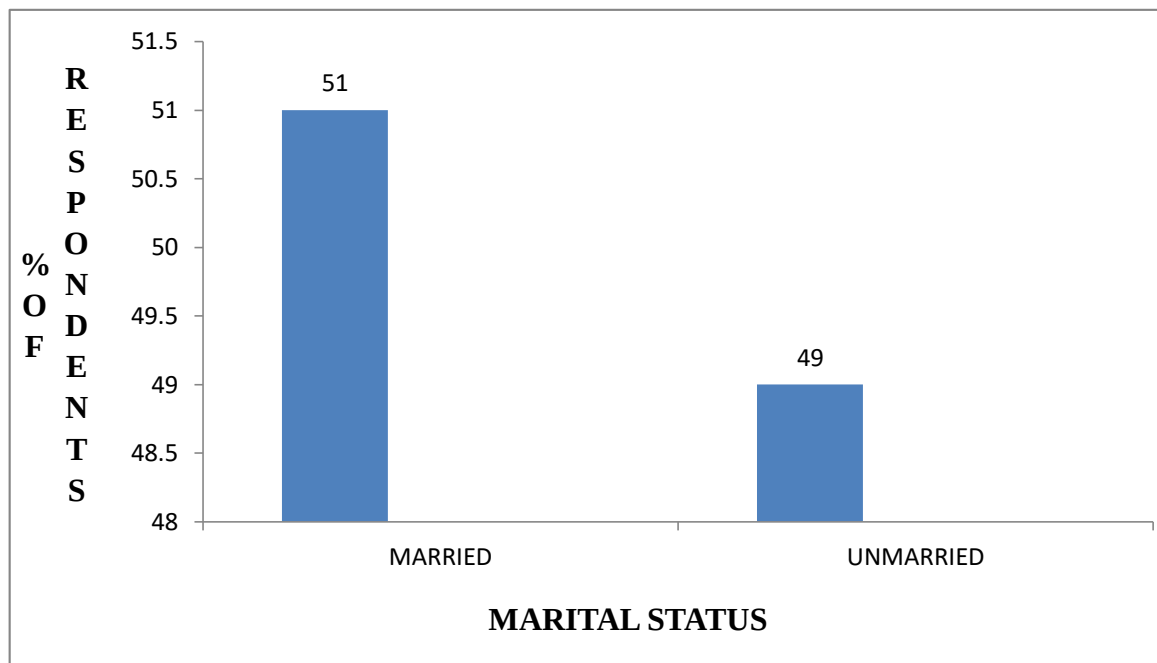


CHART NO: 4.4 BASED ON MARITAL STATUS OF THE RESPONDENTS

INFERENCE:

From the above table it is inferred that, 51% of the respondents were married, and 49% of them were unmarried.

TABLE NO: 4.5 MONTHLY INCOME OF THE RESPONDENTS

MONTHLY INCOME	NO. OF RESPONDENTS	% OF RESPONDENTS
10000-20000	32	27
20000-40000	41	34
40000-60000	30	25
More than 60000	17	14
Total	120	100

Source: Primary Data



CHART NO: 4.5 MONTHLY INCOME OF THE RESPONDENTS

INFERENCE:

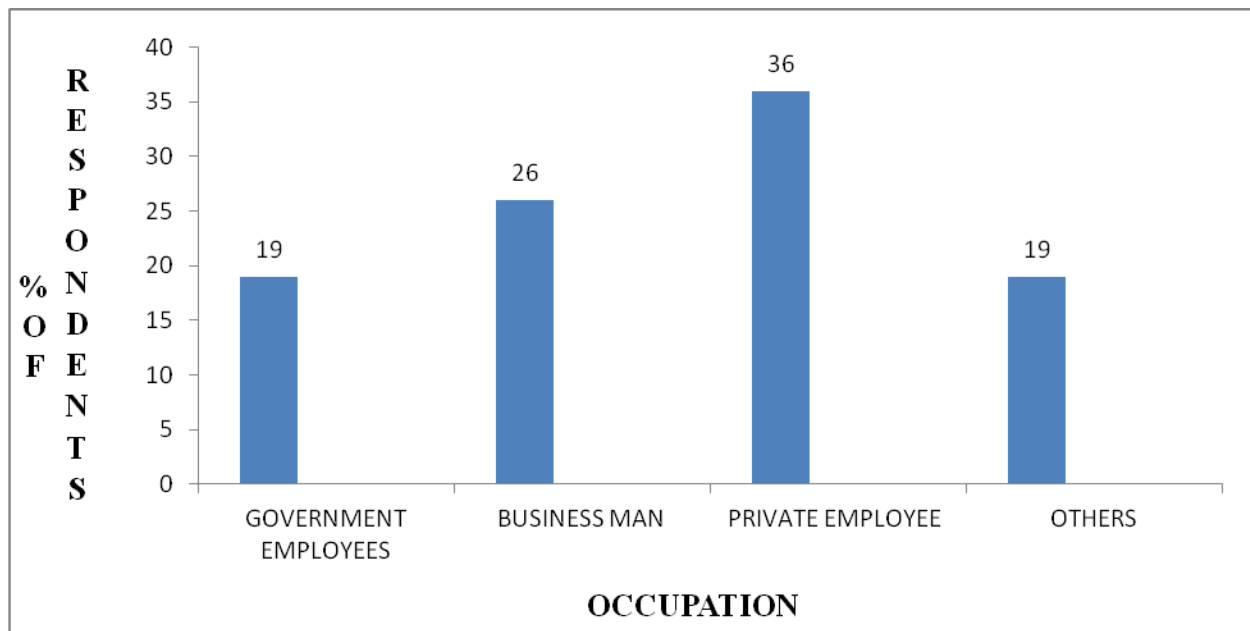
From the above table it is inferred that, 34% of respondents were belongs to the income level of 20000-40000, 27% of respondents (10000-20000) income level, 25% of respondents belongs to 40000-60000, 14% and have more than 60000.

TABLE NO: 4.6 OCCUPATION OF THE RESPONDENTS

OCCUPATION	NO. OF RESPONDENTS	% OF RESPONDENTS
Government employees	23	19
Business man	31	26
Private employee	43	36
Others	23	19
Total	120	100

Source: Primary Data

CHART NO: 4.6 OCCUPATION OF THE RESPONDENTS



INFERENCE:

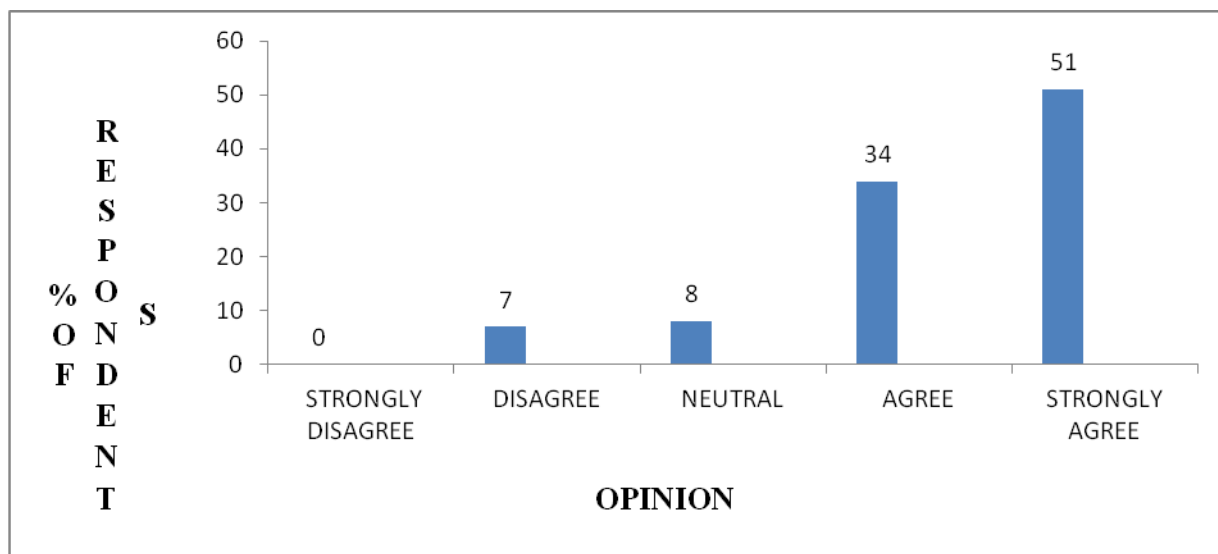
From the above the table infers that, 36% of respondents were private employees, 26% of respondents were business man, 19% of respondents were government employees, and 19% of respondents were others.

TABLE NO: 4.7 MODERN EQUIPMENT OF THE RESPONDENTS

MODERN EQUIPMENT	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	8	7
Neutral	10	8
Agree	41	34
Strongly agree	61	51
Total	120	100

Source: Primary Data

CHART NO: 4.7 MODERN EQUIPMENT OF THE RESPONDENTS



INFERENCE:

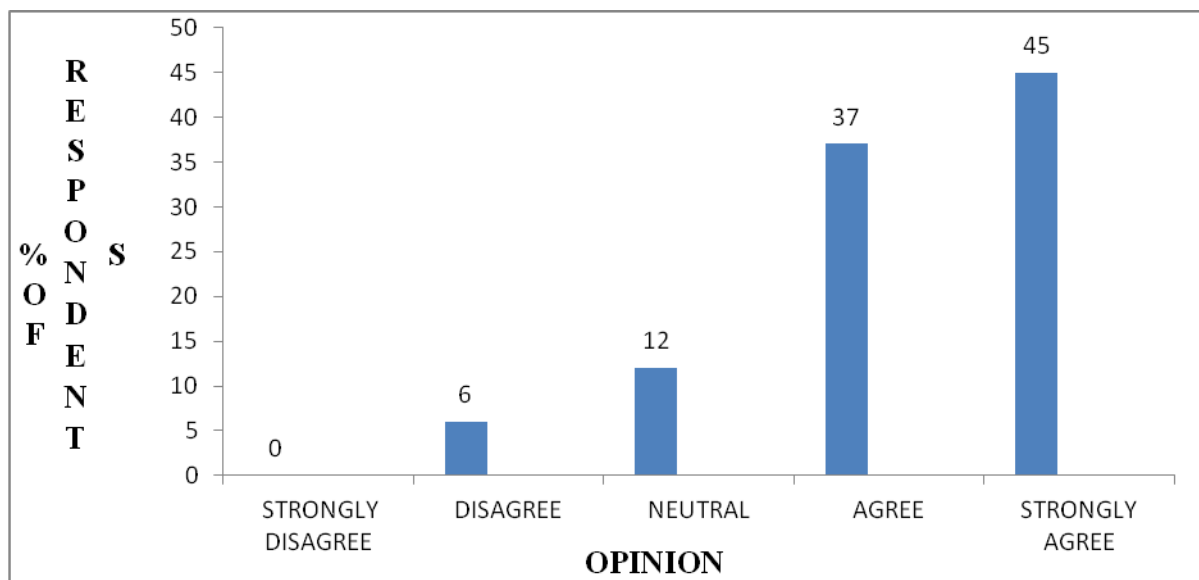
From the above the table infers that, 51% of respondents were strongly agree on the modern equipment, 34% of respondents were agree on the modern equipment, 8% of respondents were neutral on the modern equipment, 7% of respondents were disagree on the modern equipment, .

TABLE NO: 4.8 PHYSICAL FACILITIES OF THE RESPONDENTS

OPINION ON MODERN EQUIPMENT	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	7	6
Neutral	14	12
Agree	44	37
Strongly agree	54	45
Total	120	100

Source: Primary Data

CHART NO: 4.8 PHYSICAL FACILITIES OF THE RESPONDENTS



INFERENCE:

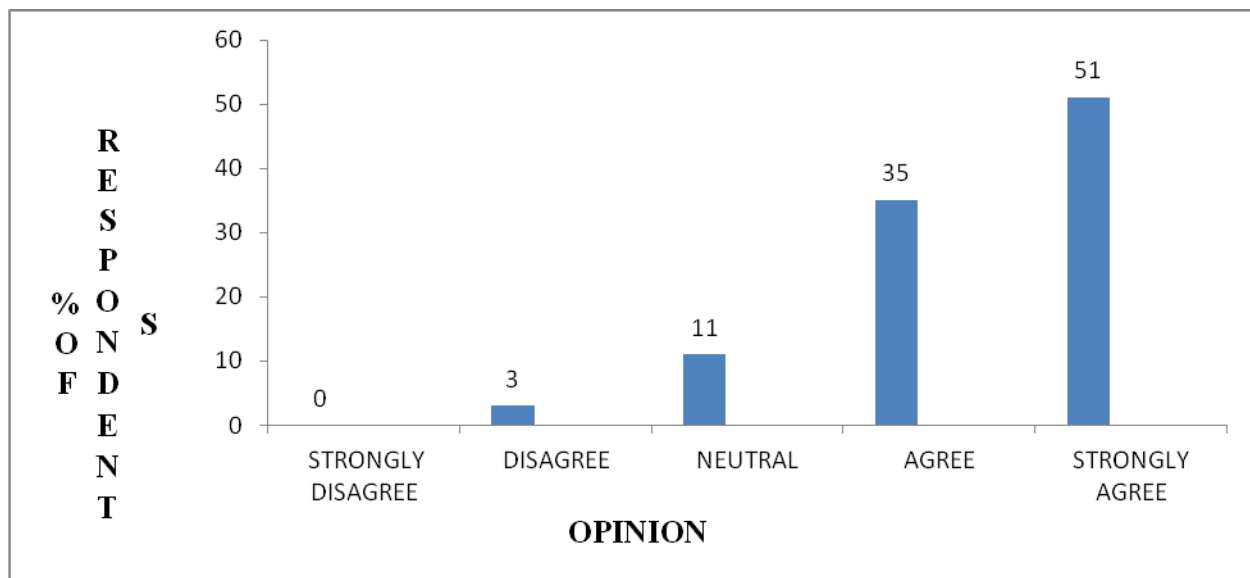
From the above the table infers that, 45% of respondents were strongly agree on the physical facilities, 37% of respondents were agree on the physical facilities, 12% of respondents were neutral on the physical facilities, 6% of respondents were disagree on the physical facilities,.

TABLE NO: 4.9 PROPER UNIFORM OF THE RESPONDENTS

OPINION ON PROPER UNIFORM	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	4	3
Neutral	13	11
Agree	42	35
Strongly agree	61	51
Total	120	100

Source: Primary Data

CHART NO: 4.9 UNIFORM OF THE RESPONDENTS



INFERENCE:

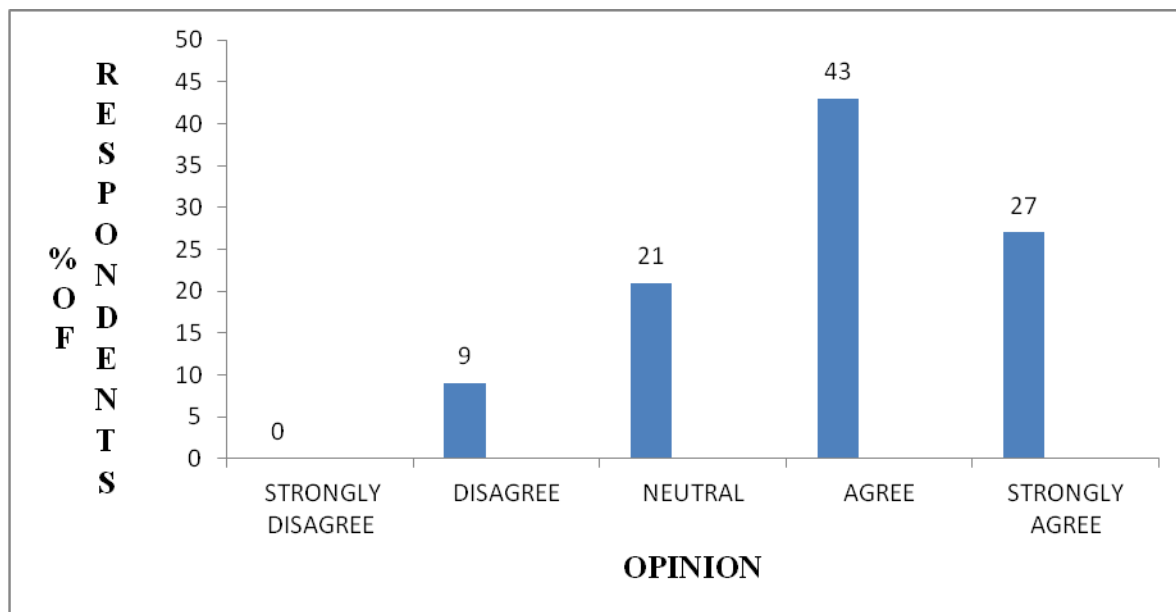
From the above the table infers that, 51% of respondents were strongly agree on the proper uniform, 35% of respondents were agree on the proper uniform, 11% of respondents were neutral on the proper uniform, 3% of respondents were disagree on the proper uniform,.

TABLE NO: 4.10 MATERIALS OF THE RESPONDENTS

OPINION ON ENQUIRY AND MATERIALS	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	11	9
Neutral	25	21
Agree	52	43
Strongly agree	32	27
Total	120	100

Source: Primary Data

CHART NO: 4.10 MATERIALS OF THE RESPONDENTS



INFERENCE:

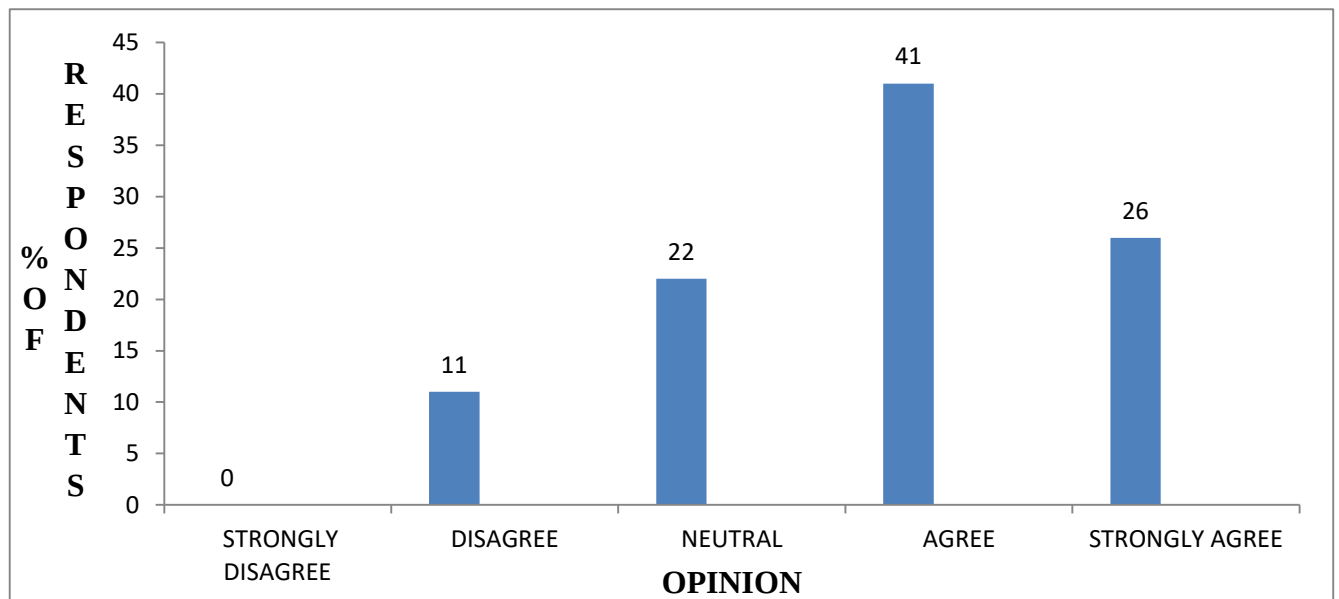
From the above the table infers that, 43% of respondents were agree on the enquiry and materials, 27% of respondents were strongly agree on the proper uniform, 21% of respondents were neutral on the enquiry and materials, 9% of respondents were disagree on the enquiry and materials.

TABLE NO: 4.11 CUSTOMERS OF THE RESPONDENTS

OPINION ON PROMISE CUSTOMERS	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	13	11
Neutral	26	22
Agree	49	41
Strongly agree	32	26
Total	120	100

Source: Primary Data

CHART NO: 4.11 CUSTOMERS OF THE RESPONDENTS



INFERENCE:

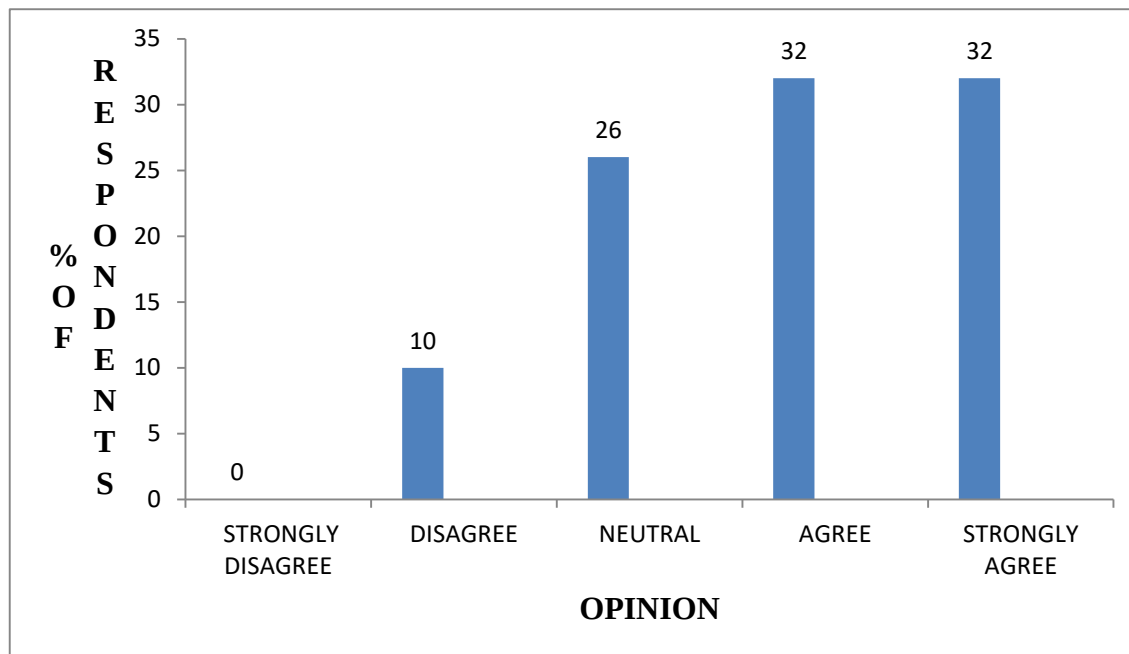
From the above the table infers that, 41% of respondents were agree on the promise customers, 26% of respondents were strongly agree on the promise customers, 22% of respondents were neutral on the promise customers, 11% of respondents were disagree on the promise customers.

TABLE NO: 4.12 PROBLEM SOLVING OF THE RESPONDENTS

OPINION ON PROBLEM SOLVING	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	12	10
Neutral	31	26
Agree	38	32
Strongly agree	39	32
Total	120	100

Source: Primary Data

CHART NO: 4.12 PROBLEM SOLVING OF THE RESPONDENTS



INFERENCE:

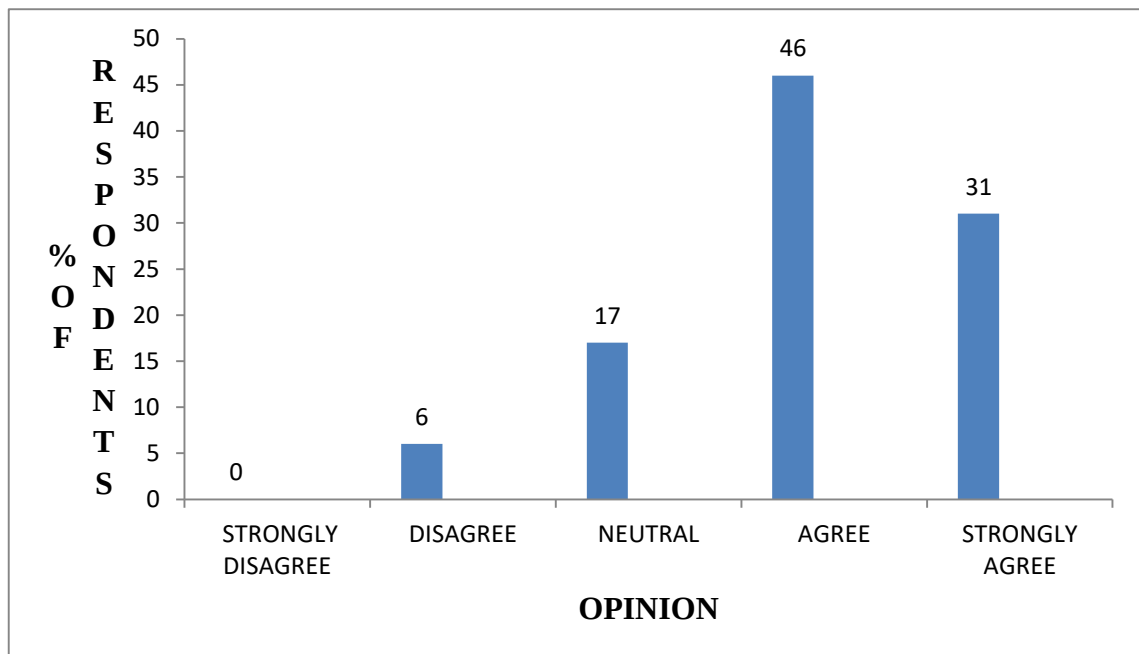
From the above the table infers that, 32% of respondents were strongly agree on the problem solving, 32% of respondents were agree on the problem solving, 26% of respondents were neutral on the problem solving, 10% of respondents were disagree on the problem solving,.

TABLE NO: 4.13 PERFORM FIRST TIME OF THE RESPONDENTS

OPINION ON PERFORM FIRST TIME	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	7	6
Neutral	20	17
Agree	55	46
Strongly agree	37	31
Total	120	100

Source: Primary Data

CHART NO: 4.13 PERFORM FIRST TIME OF THE RESPONDENTS



INFERENCE

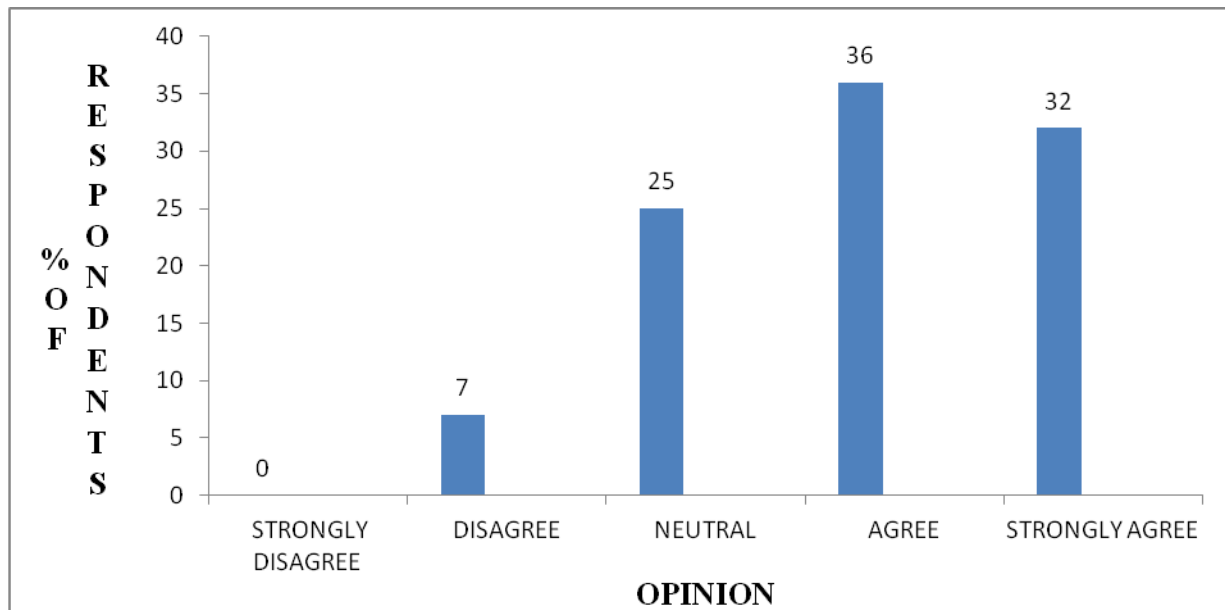
From the above the table infers that, 46% of respondents were agree on perform first time, 31% of respondents were strongly agree on the perform first time, 17% of respondents were neutral on the perform first time, 6% of respondents were disagree on the perform first time.

TABLE NO: 4.14 SERVICE TIME OF THE RESPONDENTS

OPINION ON PROMISED SERVICE TIME	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	8	7
Neutral	30	25
Agree	43	36
Strongly agree	38	32
Total	120	100

Source: Primary Data

CHART NO: 4.14 SERVICE TIME OF THE RESPONDENTS



INFERENCE:

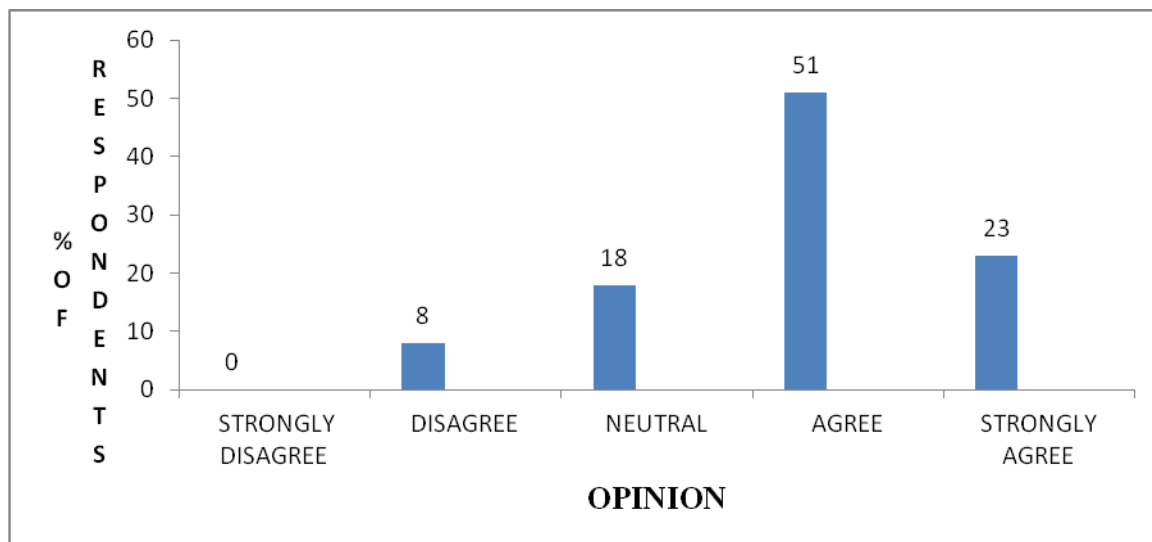
From the above the table infers that, 36% of respondents were agree on promised service time, 32% of respondents were strongly agree on the promised service time, 25% of respondents were neutral on the promised service time, 7% of respondents were disagree on the promised service time.

TABLE NO: 4.15 ERRORS FREE RECORDS OF THE RESPONDENTS

OPINION ON ERRORS FREE RECORDS	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	10	8
Neutral	22	18
Agree	61	51
Strongly agree	28	23
Total	120	100

Source: Primary Data

CHART NO: 4.15 ERRORS FREE RECORDS OF THE RESPONDENTS



INFERENCE:

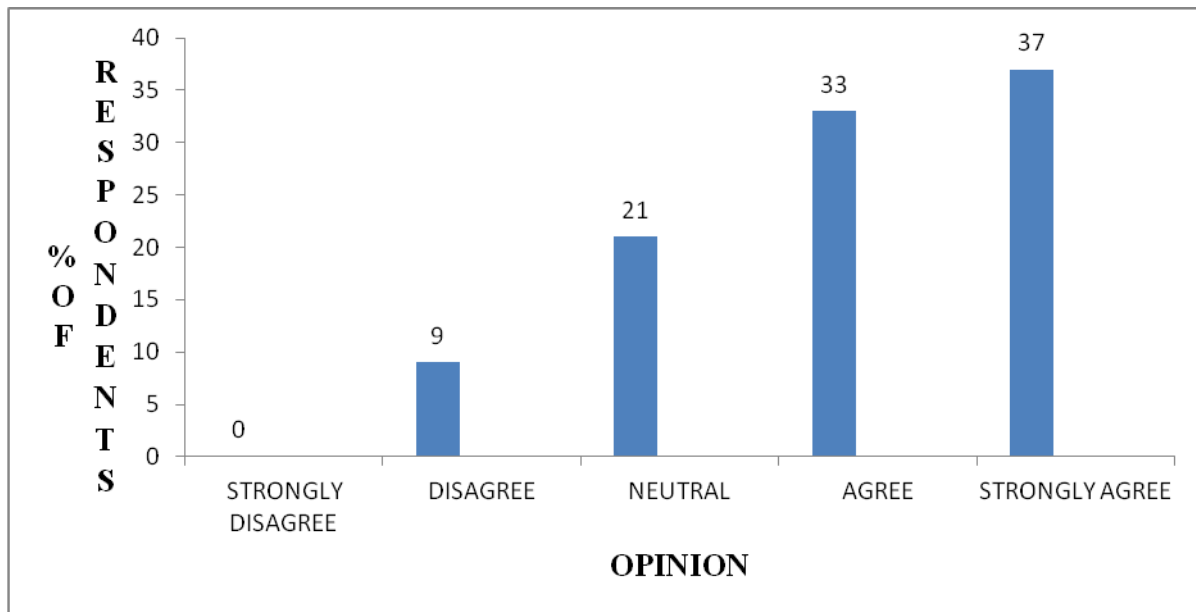
From the above the table infers that, 51% of respondents were agree on errors free records, 23% of respondents were strongly agree on the errors free records, 18% of respondents were neutral on the errors free records, 8% of respondents were disagree on errors free records.

TABLE NO: 4.16 EMPLOYEES PERFORMED OF THE RESPONDENTS

OPINION ON EMPLOYEES PERFORMED	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	11	9
Neutral	25	21
Agree	40	33
Strongly agree	44	37
Total	120	100

Source: Primary Data

CHART NO: 4.16 EMPLOYEES PERFORMED OF THE RESPONDENTS



INFERENCE:

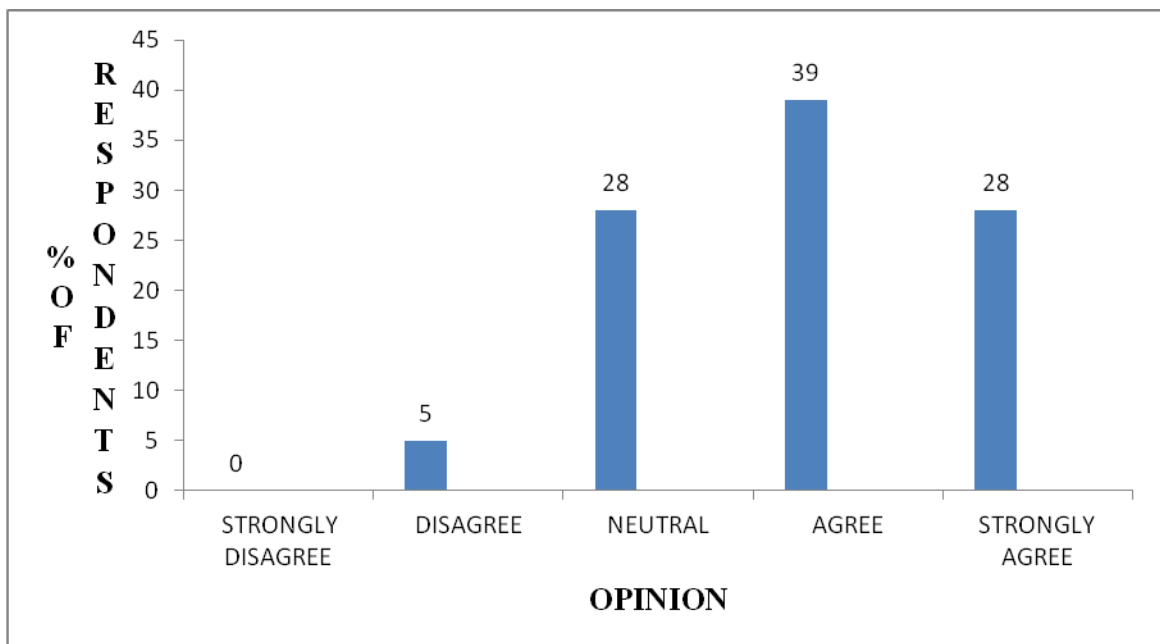
From the above the table infers that, 37% of respondents were strongly agree on the employees performed, 33% of respondents were agree on employees performed, 21% of respondents were neutral on the employees performed, 9% of respondents were disagree on the employees performed,

TABLE NO: 4.17 SERVICE CUSTOMERS OF THE RESPONDENTS

OPINION ON PROMPT SERVICE CUSTOMERS	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	6	5
Neutral	34	28
Agree	47	39
Strongly agree	34	28
Total	120	100

Source: Primary Data

CHART NO: 4.17 SERVICE CUSTOMERS OF THE RESPONDENTS



INFERENCE:

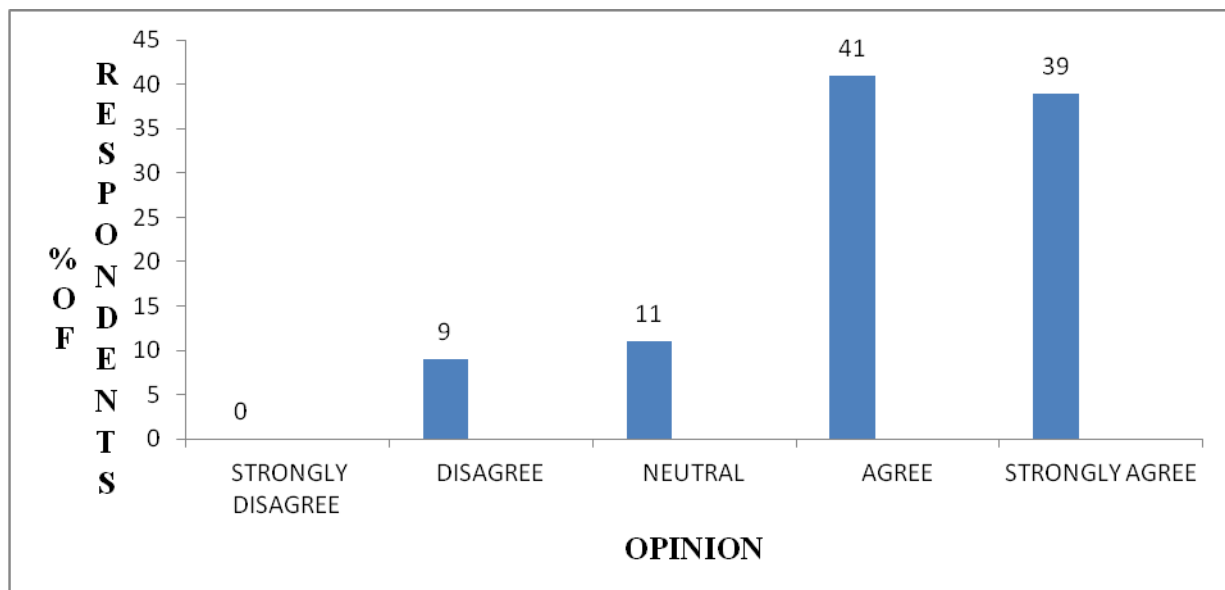
From the above the table infers that, 39% of respondents were agree on prompt service customers, 28% of respondents were strongly agree on the prompt service customers, 28% of respondents were neutral on the prompt service customers, 5% of respondents were disagree on prompt service customers.

TABLE NO: 4.18 TO CUSTOMERS OF THE RESPONDENTS

OPINION ON WILLING TO CUSTOMERS	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	11	9
Neutral	13	11
Agree	49	41
Strongly agree	47	39
Total	120	100

Source: Primary Data

CHART NO: 4.18 TO CUSTOMERS OF THE RESPONDENTS



INFERENCE:

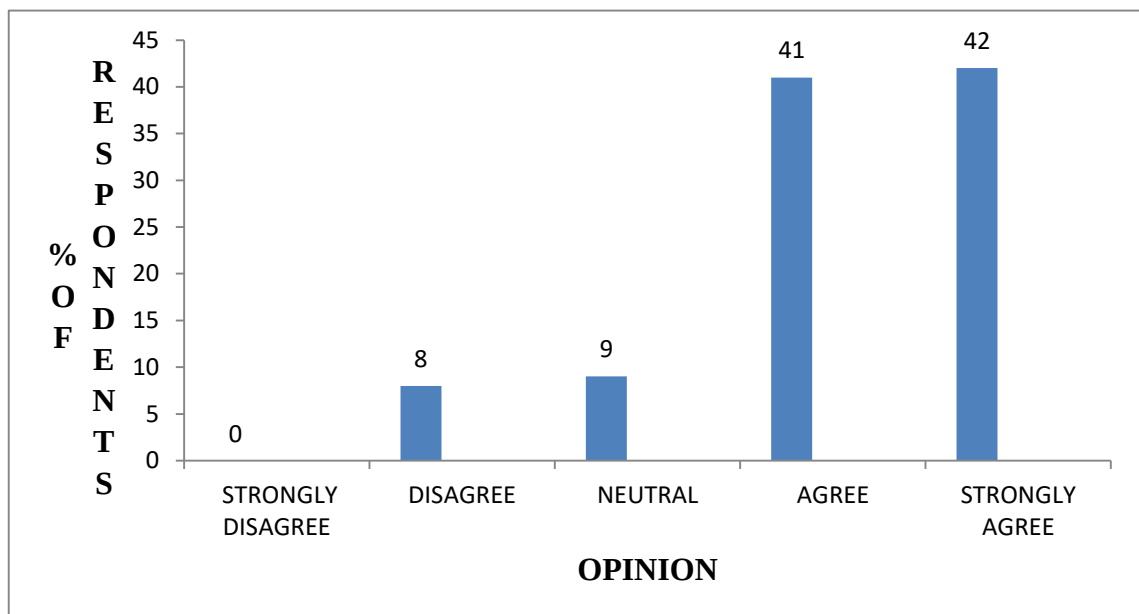
From the above the table infers that, 41% of respondents were agree on willing to customers, 39% of respondents were strongly agree on the willing to customers, 11% of respondents were neutral on the willing to customers, 9% of respondents were disagree on willing to customers.

TABLE NO: 4.19 TO CUSTOMERS OF THE RESPONDENTS

OPINION ON RESPOND TO CUSTOMERS	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	10	8
Neutral	11	9
Agree	49	41
Strongly agree	50	42
Total	120	100

Source: Primary Data

CHART NO: 4.19 TO CUSTOMERS OF THE RESPONDENTS



INFERENCE:

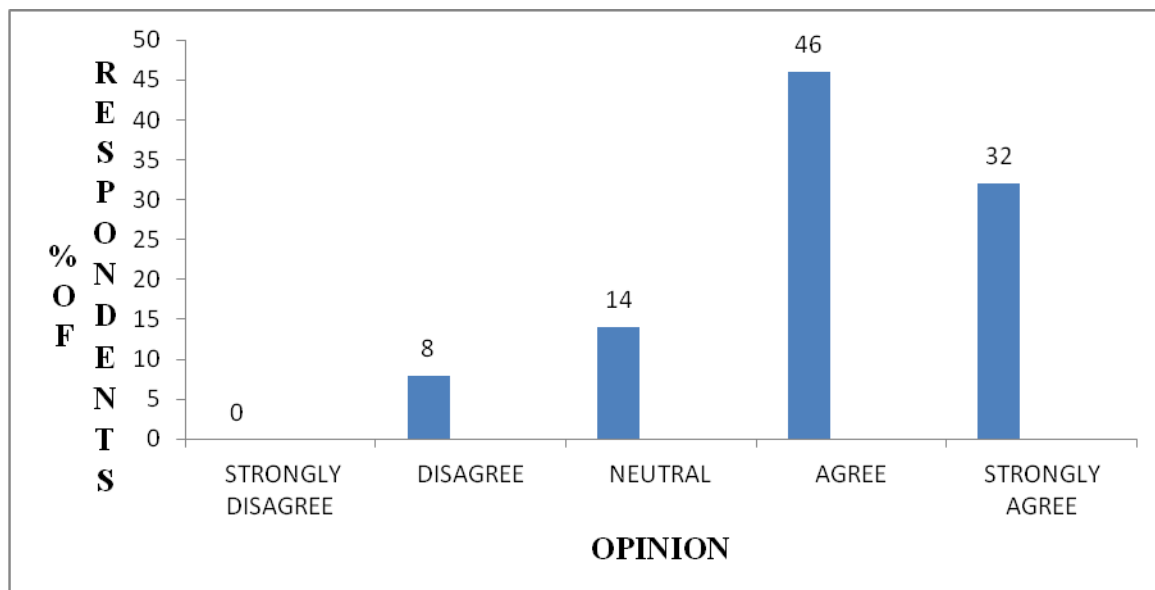
From the above the table infers that, 42% of respondents were strongly agree on the respond to customers, 41% of respondents were agree on respond to customers, 9% of respondents were neutral on the respond to customers, 8% of respondents were disagree on the respond to customers,

TABLE NO: 4.20 TO CUSTOMERS OF THE RESPONDENTS

OPINION ON INSTILL TO CUSTOMERS	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	10	8
Neutral	17	14
Agree	55	46
Strongly agree	38	32
Total	120	100

Source: Primary Data

CHART NO: 4.20 TO CUSTOMERS OF THE RESPONDENTS



INFERENCE

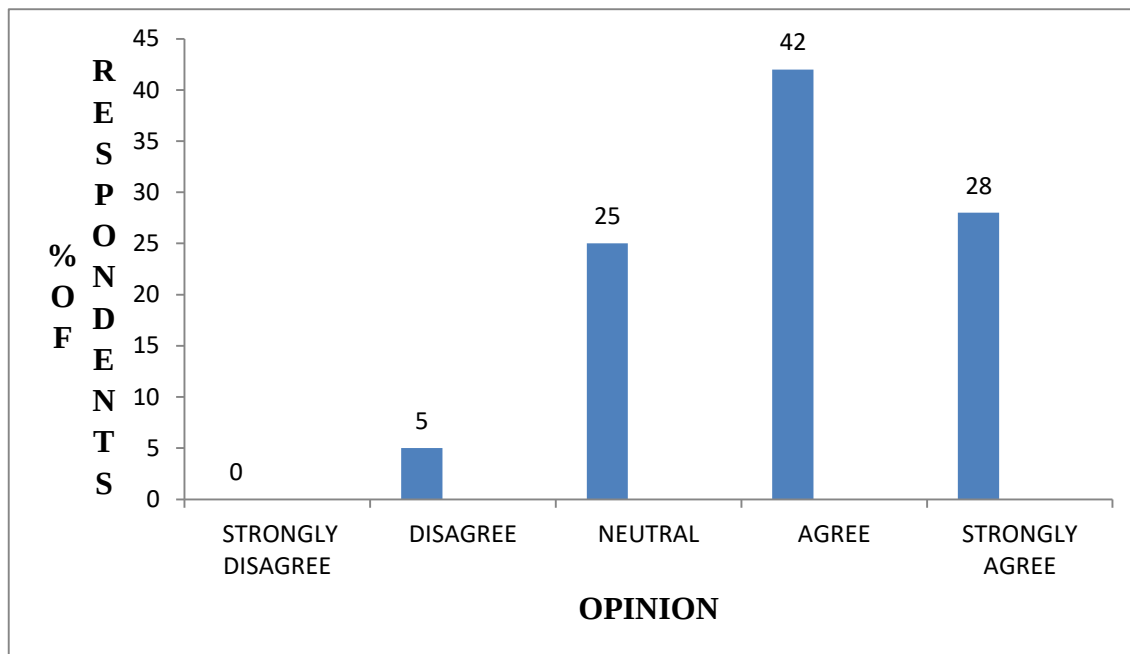
From the above the table infers that, 46% of respondents were agree on instil to customers, 32% of respondents were strongly agree on the instil to customers, 14% of respondents were neutral on the instil to customers, 8% of respondents were disagree on instil to customers

TABLE NO: 4.21 SAFE IN TRANSCATION OF THE RESPONDENTS

OPINION ON SAFE IN TRANSCATION	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	6	5
Neutral	30	25
Agree	50	42
Strongly agree	34	28
Total	120	100

Source: Primary Data

CHART NO: 4.21 SAFE IN TRANSCATION OF THE RESPONDENTS



INFERENCE

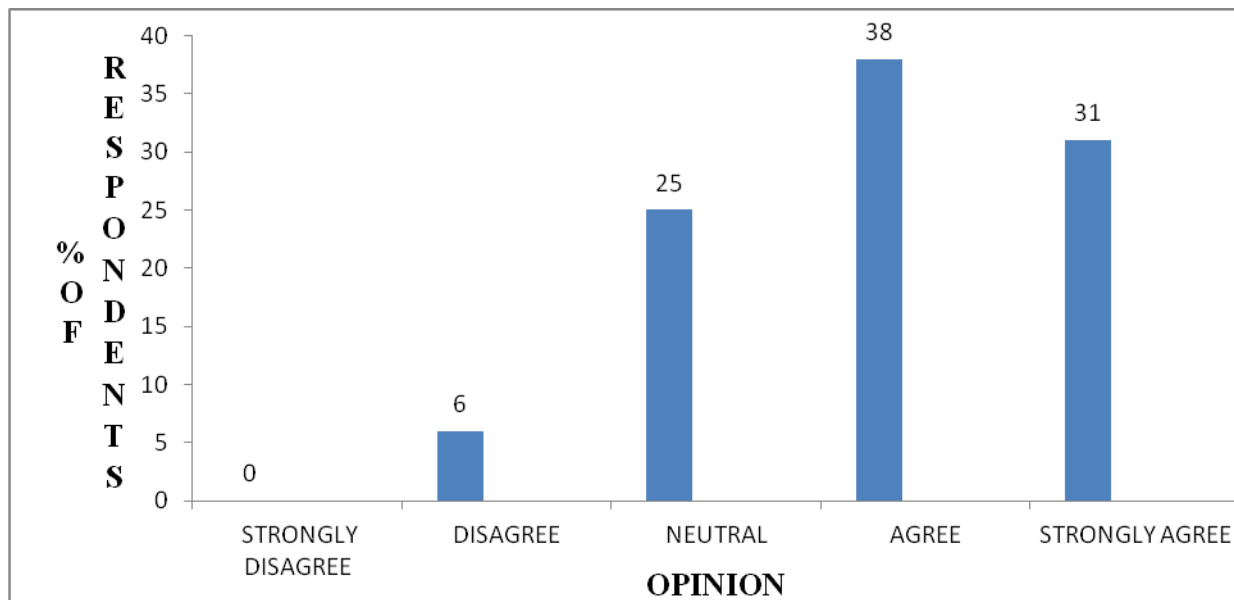
From the above the table infers that, 42% of respondents were agree safe in transaction ,28% of respondents were strongly agree on the safe in transaction, 25% of respondents were neutral on the safe in transaction,5% of respondents were disagree on safe in transaction.

TABLE NO: 4.22 COURTEOUS WITH CUSTOMERS OF THE RESPONDENTS

OPINION ON COURTEOUS WITH CUSTOMERS	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	7	6
Neutral	30	25
Agree	46	38
Strongly agree	37	31
Total	120	100

Source: Primary Data

CHART NO: 4.22 COURTEOUS WITH CUSTOMERS OF THE RESPONDENTS



INFERENCE

From the above the table infers that, 38% of respondents were agree on courteous with customers, 31% of respondents were strongly agree on the courteous

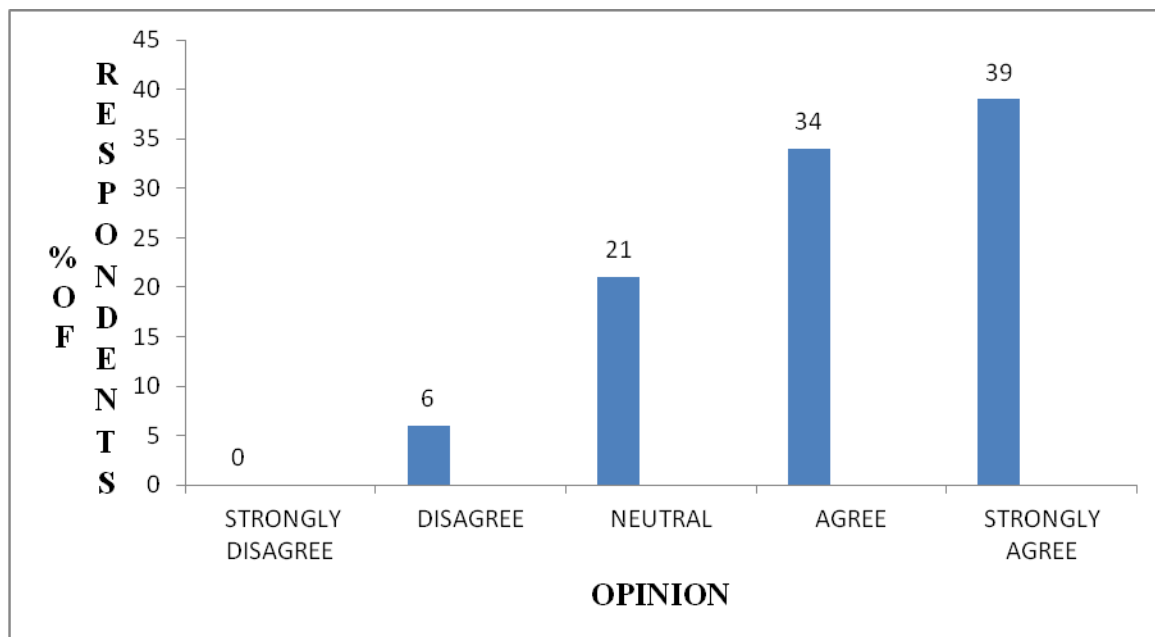
with customers, 25% of respondents were neutral on the courteous with customers, 6% of respondents were disagree on courteous with customer

TABLE NO: 4.23 KNOWLEDGE TO ANSWER OF THE RESPONDENTS

OPINION ON KNOWLEDGE ANSWER	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	7	6
Neutral	25	21
Agree	41	34
Strongly agree	47	39
Total	120	100

Source: Primary Data

CHART NO: 4.23 KNOWLEDGE TO ANSWER OF THE RESPONDENTS



INFERENCE

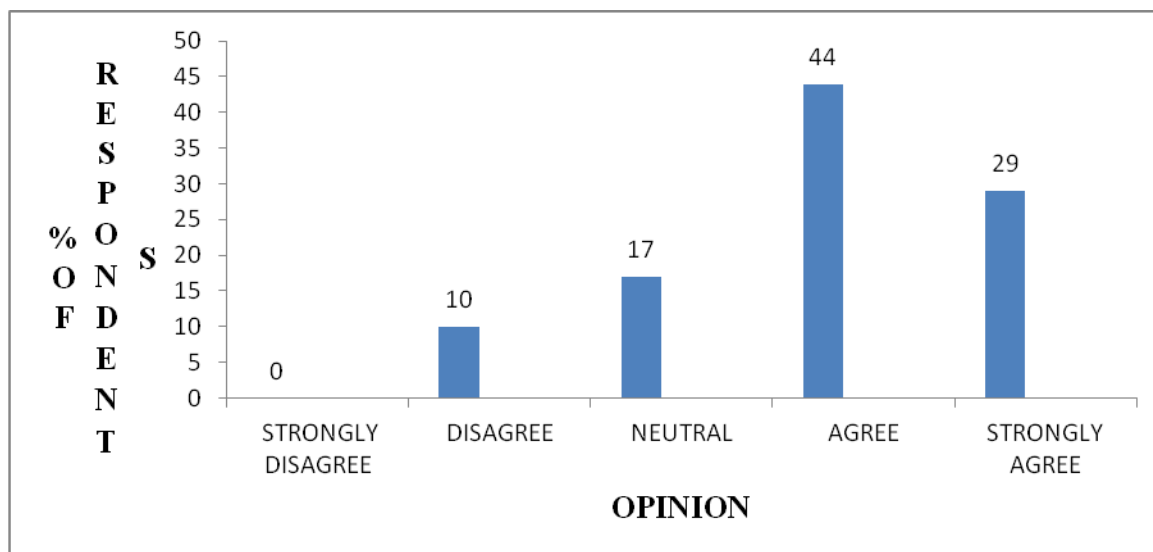
From the above the table infers that, 39% of respondents were strongly agree on the knowledge to answer, 34% of respondents were agree on knowledge to answer, 21% of respondents were neutral on the knowledge to answer, 6% of respondents were disagree on the knowledge to answer.

TABLE NO: 4.24 INDIVIDUAL ATTENTION OF THE RESPONDENTS

OPINION ON INDIVIDUAL ATTENTION	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	12	10
Neutral	20	17
Agree	53	44
Strongly agree	35	29
Total	120	100

Source: Primary Data

CHART NO: 4.24 INDIVIDUAL ATTENTION OF THE RESPONDENTS



INFERENCE

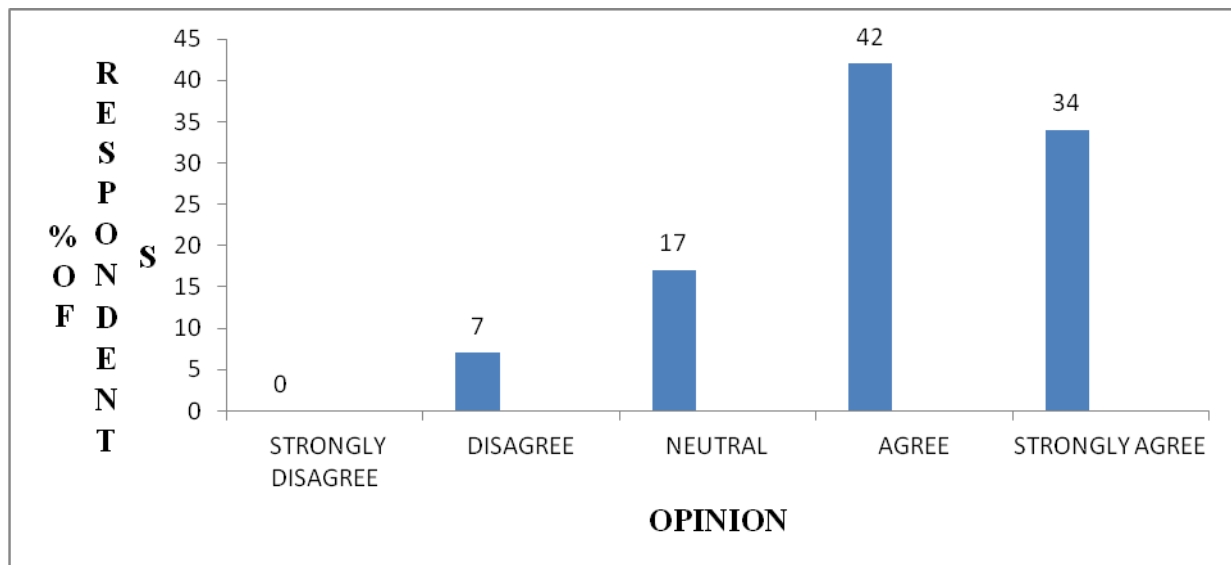
From the above the table infers that, 44% of respondents were agree on individual attention, 29% of respondents were strongly agree on the individual attention, 17% of respondents were neutral on the individual attention, 10% of respondents were disagree on individual attention.

TABLE NO: 4.25 OPERATING HOUR CONVENIENT OF THE RESPONDENTS

OPINION ON OPERATING HOUR CONVENIENT	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	8	7
Neutral	20	17
Agree	50	42
Strongly agree	41	34
Total	120	100

Source: Primary Data

CHART NO: 4.25 OPERATING HOUR CONVENIENT OF THE RESPONDENTS



INFERENCE

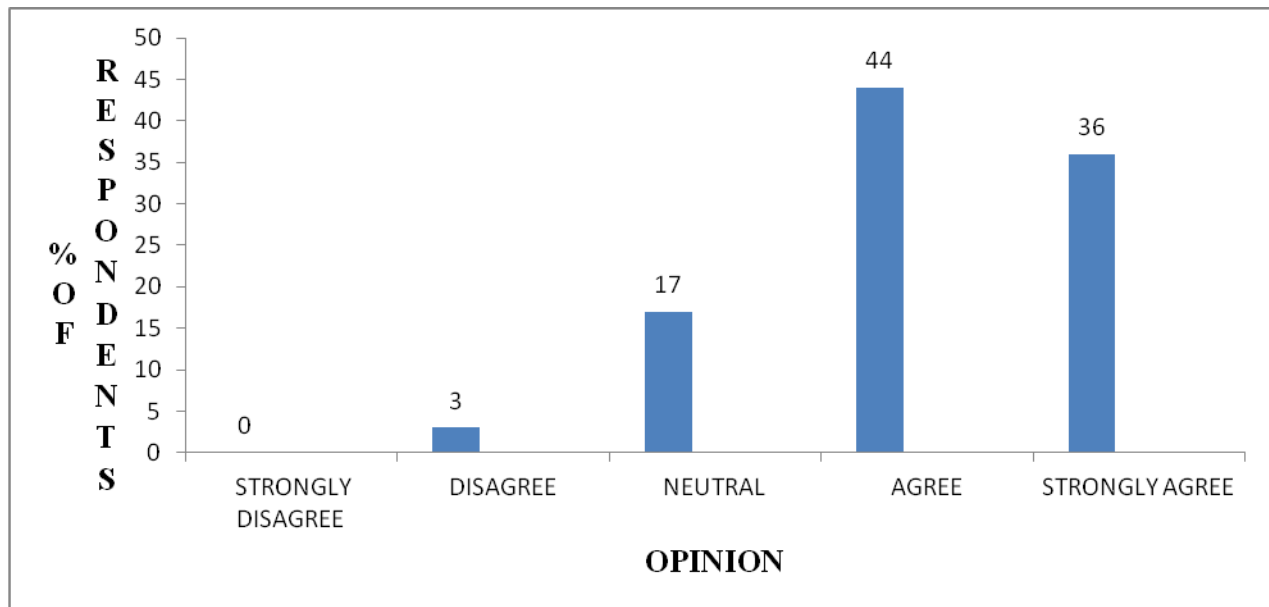
From the above the table infers that, 42% of respondents were agree on operating hour convenient, 34% of respondents were strongly agree on the operating hour convenient, 17% of respondents were neutral on the operating hour convenient, 7% of respondents were disagree on operating hour convenient.

TABLE NO: 4.26 PERSONAL ATTENTION OF THE RESPONDENTS

OPINION ON PERSONAL ATTENTION	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	4	3
Neutral	20	17
Agree	53	44
Strongly agree	43	36
Total	120	100

Source: Primary Data

CHART NO: 4.26 PERSONAL ATTENTION OF THE RESPONDENTS



INFERENCE

From the above the table infers that, 44% of respondents were agree on personal attention, 36% of respondents were strongly agree on the personal attention, 17% of respondents were neutral on the personal attention, 3% of respondents were disagree on personal attention.

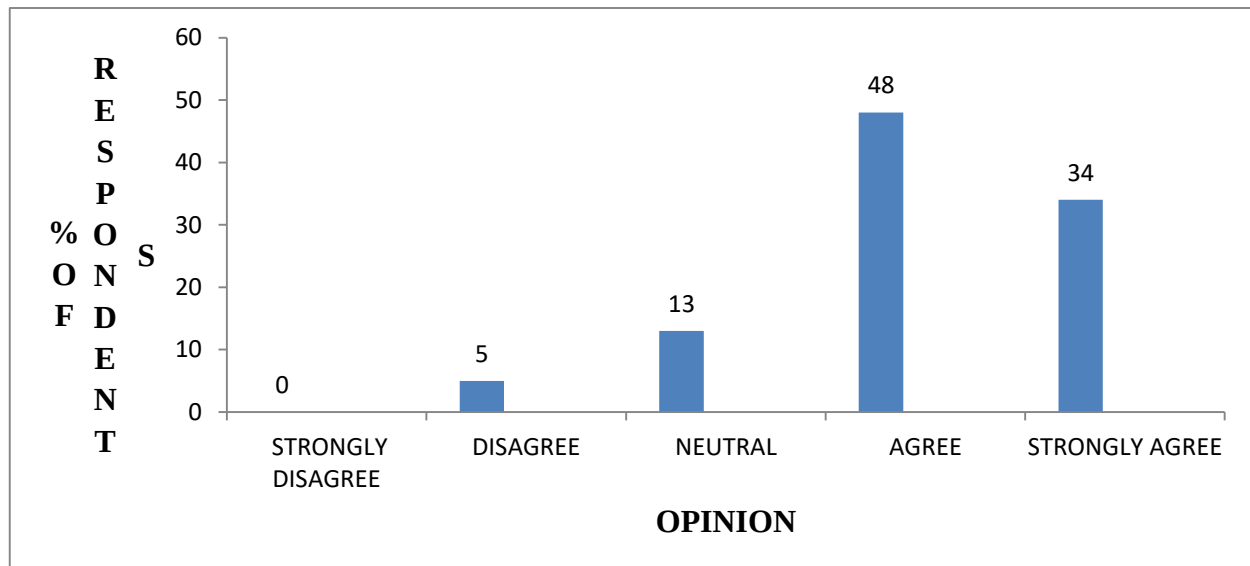
TABLE NO: 4.27 INTERESTS AT HEART OF THE RESPONDENTS

OPINION ON INTERESTS AT HEART	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	6	5
Neutral	16	13
Agree	58	48
Strongly agree	41	34

Total	120	100
-------	-----	-----

Source: Primary Data

CHART NO: 4.27 INTERESTS AT HEART OF THE RESPONDENTS



INFERENCE

From the above the table infers that, 48% of respondents were agree on the interests at heart, 34% of respondents were strongly agree on the interests at heart, 13% of respondents were neutral on the interests at heart, 5% of respondents were disagree on interests at heart.

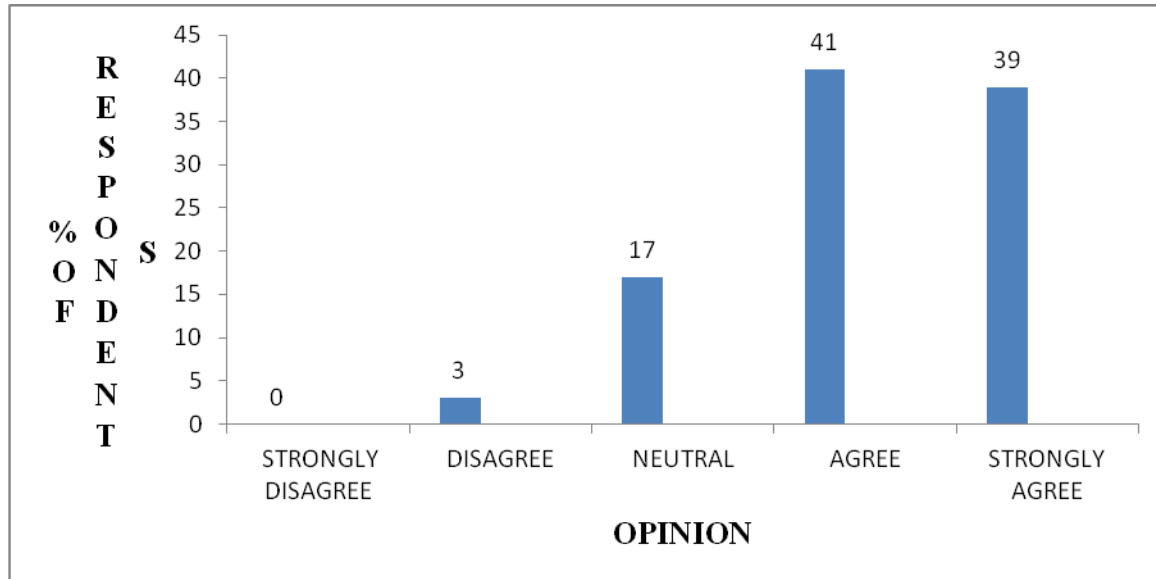
TABLE NO: 4.28 NEED OF CUSTOMERS OF THE RESPONDENTS

OPINION ON NEED OF CUSTOMERS	NO. OF RESPONDENTS	% OF RESPONDENTS
Strongly disagree	0	0
Disagree	4	3
Neutral	20	17

Agree	49	41
Strongly agree	47	39
Total	120	100

Source: Primary Data

CHART NO: 4.28 NEED OF CUSTOMERS OF THE RESPONDENTS



INFERENCE

From the above the table infers that, 41% of respondents were agree on need of customers, 39% of respondents were strongly agree on the need of customers, 17% of respondents were neutral on the need of customers, 3% of respondents were disagree on need of customers.

STATISTICAL TOOLS AND ANALYSIS

4.29 CHI- SQUARE TEST I – (χ^2)

Chi-square is the sum of the squared difference observed (o) and the expected (e) data (or the deviation, d), divided by the expected data in all possible categories.

Null hypothesis (Ho):

There is no relationship between table showing errors free records of the respondents and table showing employees performed of the respondents.

Alternate hypothesis (H1):

There is relationship between table showing errors free records of the respondents and table showing employees performed of the respondents.

Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
TABLE SHOWING ERRORS FREE RECORDS OF THE RESPONDENTS * TABLE SHOWING EMPLOYEES PERFORMED OF THE RESPONDENTS	120	100.0%	0	0.0%	120	100.0%

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	252.310 _a	9	.000
Likelihood Ratio	200.049	9	.000
Linear-by-Linear Association	97.157	1	.000
N of Valid Cases	120		

a. 7 cells (43.8%) have expected count less than 5.
The minimum expected count is .92.

INFERENCE:

Since the calculated value is greater than the tabulated value, we accept the alternate hypothesis and hence there is a relationship between table showing errors free records of the respondents and table showing employees performed of the respondents.

4.30 ONE-WAY ANOVA CLASSIFICATION

Null hypothesis (H₀):

There is a significance difference between table showing safe in transaction of the respondents and table showing knowledge to answer of the respondents.

Alternate hypothesis (H₁):

There is no significance difference between table showing safe in transaction of the respondents and table showing knowledge to answer of the respondents.

Descriptives

TABLE SHOWING SAFE IN TRANSCATION OF THE RESPONDENTS

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Disagree	7	2.14	.378	.143	1.79	2.49	2	3
Neutral	25	3.00	.000	.000	3.00	3.00	3	3
Agree	41	3.90	.300	.047	3.81	4.00	3	4
Strongly agree	47	4.72	.452	.066	4.59	4.86	4	5
Total	120	3.93	.857	.078	3.78	4.09	2	5

Test of Homogeneity of Variances

TABLE SHOWING SAFE IN TRANSCATION OF THE RESPONDENTS

Levene Statistic	df1	df2	Sig.
23.302	3	116	.000

NOVA

TABLE SHOWING SAFE IN TRANSCATION OF THE RESPONDENTS

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	73.596	3	24.532	205.152	.000
Within Groups	13.871	116	.120		
Total	87.467	119			

INFERENCE:

Since the calculated value is greater than the tabulated value, we accept the alternate hypothesis and hence there is a relationship between table showing safe in transcation of the respondents and table showing knowledge to answer of the respondents.

4.31 ANALYSIS USING KARL PEARSON'S CORRELATION

Correlation analysis is the statistical tool used to measure the degree to which two variables are linearly related to each other. Correlation measures the degree of association between two variables.

Null hypothesis (H0):

There is positive relationship between table showing promise customers of the respondents and table showing problem solving of the respondents.

Alternate hypothesis (H1):

There is negative relationship between table showing promise customers of the respondents and table showing problem solving of the respondents.

Correlations

		TABLE SHOWING PROMISE CUSTOMERS OF THE RESPONDENTS	TABLE SHOWING PROBLEM SOLVING OF THE RESPONDENTS
TABLE SHOWING PROMISE CUSTOMERS OF THE RESPONDENTS	Pearson Correlation Sig. (2-tailed) N	1 120	.947** .000 120
TABLE SHOWING PROBLEM SOLVING OF THE RESPONDENTS	Pearson Correlation Sig. (2-tailed) N	.947** .000 120	1 120

INFERENCE:

Since r is positive, there is positive relationship between table showing promise customers of the respondents and table showing problem solving of the respondents.

CHAPTER 5

5.1 FINDINGS OF THE STUDY

- 58% of respondents belong to male and 42% were female.
- 50% of respondents to 21-30, and 32% of the respondents to 31-40.
- 35% of respondents to master degree, and 34% of respondents to master degree
- 51% of respondents are married and 49% of them are single.
- 34% of respondents are earns Rs.20000-40000 and above and 14% of them earns below Rs.60000.
- 36% of the respondent's occupations are private employees and 19% of them are others.
- 51% of the respondents are strongly agreed about the modern equipment of the BYJU'S and 7% of them are disagreed.
- 45% of the respondents are strongly agreed about the physical facilities of the BYJU'S and 6% of them are disagreed.
- 51% of the respondents are strongly agreed about the proper uniform of the BYJU'S and 3% of them are disagreed.
- 43% of the respondents are agreed about the enquiry and materials in service and 9% of them are disagreed.
- 41% of the respondents are agreed about the promise to customers and 11% of them are disagreed.
- 32% of the respondents are agreed about the sincere in problem solving of the BYJU'S and 10% of them are disagreed.
- 46% of the respondents are agreed about the perform first time service and 6% of them are disagreed.
- 36% of the respondents are agreed about the promised service time of the BYJU'S and 7% of them are disagreed.
- 51% of the respondents are agreed about the insist on errors free records of the BYJU'S and 8% of them are disagreed.
- 37% of the respondents are strongly agreed about the employees performed in service and 9% of them are disagreed.

- 39% of the respondents are agreed about the prompt service to customers and 5% of them are disagreed.
- 41% of the respondents are agreed about the willing to help customers and 9% of them are disagreed.
- 42% of the respondents are strongly agreed about the respond to customers request and 8% of them are disagreed.
- 46% of the respondents are agreed about the employees instilling confidence in customers and 8% of them are disagreed.
- 42% of the respondents are agreed about the customer feel safe in transaction and 5% of them are disagreed.
- 38% of the respondents are agreed about the consistently courteous with customers and 6% of them are disagreed.
- 39% of the respondents are strongly agreed about the knowledge to answer customers question and 6% of them are disagreed.
- 44% of the respondents are agreed about the customer's gets individual attention and 10% of them are disagreed.
- 42% of the respondents are agreed about the convenient to the customers and 7% of them are disagreed.
- 44% of the respondents are agreed about the customer personal attention and 3% of them are disagreed.
- 48% of the respondents are agreed about the customer's best interest at heart and 5% of them are disagreed.
- 41% of the respondents are agreed about the specific need of customers and 3% of them are disagreed.

5.2 SUGGESTIONS

- ❖ BYJU'S can enhance their satisfaction level by bringing modern and compatible tools and equipment for use.
- ❖ The reliability of customers over the organization can be improved by showing sincere interest in addressing customer problems.

- ❖ The company can show more care in regularizing the payment and billing system with appropriate transparency.
- ❖ The organization should give more technical training to its employees so as to improve their knowledge and hence to instill confidence among the customers.
- ❖ BYJU'S can improve their customer service quality score by showing individual attention to the customers.

5.3 LIMITATIONS OF THE STUDY

- The findings of my study were based on the assumption that the respondents gave their true and unbiased information.
- The Sample Size was 120 respondents. If the sample size were more than the results of the inference would have been different.
- The study was restricted to BYJU'S Chennai only as majority of the supermarkets are located in the city area.

5.4 CONCLUSION

The overall customer perception of the services provided by BYJU'S is found to be within the accepted level. Analysis of difference between perception and expected customer service quality revealed room for improvement in almost all areas.

When considering the five dimensions reliability, tangibility and empathy are found to be at adverse condition. Hence the company has to improve these three dimensions with more care. And empathy should be given additional care as it is found to be very low in serviced quality score.

Thus the analytical study shows thin Byju's are committed to providing moderate service and that they are likely equally committed in improving the quality of current level of service further more.

The purpose of presenting this study is to help provide BYJU'S leaders with framework for moving forward.

REFERENCES

1. Kothari C.R., Research methodology , published by Tata Mc Graw-Hill Publishing Company Ltd., 13th Edition, 1982.
2. Valarie A. Zeithaml., Delivering quality service March 25, 2009.
3. Dwayne D.Gremler, Services Marketing, Published by Mc Graw Hill, March 2012.
4. Ann M. Casanova (April 2018), BYJU'S: How a Learning App is Promoting Deep Conceptual Understanding that is Improving Educational Outcomes in India, IFC World Bank
5. Sruthi P, Dr. Sangeeta Mukherjee (March 2020), Byju's The Learning App: An Investigative Study On The Transformation From Traditional Learning To Technology-Based Personalized Learning, International journal of scientific & technology research volume 9
6. RR Chavan, Abhishek Shukla (August 2018), New Generation Entrepreneurship- A Case study of BYJU's, SUMEDHA Journal of Management
7. MohdShoaib Ansari (January 2017), An Investigation of Effectiveness of Mobile Learning Apps in Higher Education in India, Researchgate
8. Dr. BADA, Steve Olusegun (December 2015), Constructivism Learning Theory: A Paradigm for Teaching and Learning, IOSR Journal of Research & Method in Education (IOSR-JRME)
9. IBEF (April 2019), <https://www.ibef.org/research/case-study/byju-sreinventing-education> [7] Forbes (October 2019), <https://www.forbesindia.com/article/one-ceo-club/byjus-appselflearnsas-students-spend-more-time-on-it/53465/1>
10. Financial Times (December 2019), <https://www.ft.com/content/a6dcdf2e-2198-11ea-b8a1584213ee7b2b60> [9] The Indian Express (April 2020), <https://indianexpress.com/article/technology/tech-newstechnology/onlineeducation-covid-19-lockdown-online-classes-6351798/>

QUESTIONNAIRE ON CUSTOMER SERVICE QUALITY OF BYJU'S

1. Name:

2. Gender

Male ☐ Female ☐

3. Age

☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ 51-60

4. Education

☐ SSLC ☐ Bachelor degree ☐ Master degree ☐ others

5. Marital status

☐ Married ☐ Unmarried

6. Monthly income

☐ 10000-20000 ☐ 20000-40000 ☐ 40000-60000 ☐ more than 60000

7. Occupation

☐ Government employee ☐ Business man ☐ Private employee ☐ others

8. BYJU'S has modern looking equipment

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree

9. BYJU'S physical facilities

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree

10. Employees are wearing proper uniform

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree

11. People at enquiry and materials in the service center (pamphlets, bells, posters, etc) are appealing

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree

12. When BYJU'S promise to do something by a certain time they will do so

- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree
13. BYJU'S has a sincere interest in solving customer's problem
- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree
14. BYJU'S perform the service right the first time
- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree
15. BYJU'S provide the service at the time of promised
- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree
16. BYJU'S insist on errors free records
- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree
17. Employees tells customers exactly when services will be performed
- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree
18. Employees are giving prompt service to customers
- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree
19. Employees are always be willing to help customers
- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree
20. Employees are respond to customer's request
- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree
21. The behavior of employees is instilling confidence in customers
- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree
22. Customers will feel safe in transactions
- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree
23. Employees are consistently courteous with customers
- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree
24. All the employees are having the knowledge to answer customer's questions
- ☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree

25. Every customer's gets individual's attention

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree

26. Operating hours are convenient to the customers'

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree

27. Employees give customers personal attention

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree

28. Have customer's best interests at heart

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree

29. Understand the specific needs of customers

☐ Strongly disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ strongly agree

