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Data article

Q1 Data set on interactive service quality in higher Q2 education marketing

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ABSTRACT

This paper provides data on the interactive quality of the educational services rendered in south west, Nigeria. Data were gathered based on conclusive research design. Stratified and convenience sampling techniques were adopted. Responses were elicited from the alumni as regards to their perception towards the interactive quality; learning, group discussion, breadth, assignment, examination as well as social relationships. Interactive quality component of the Student Evaluation of Educational Quality (SEEQ) developed by previous scholars was adapted. The research instrument was confirmed to have all the necessary psychometric values considered appropriate for the study. Some descriptive statistical analyses were carried out to further clarify the data and provide the necessary platform for further analyses.

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1. Introduction

The context determines the meaning of the word quality to different people. Quality can be described as conformance of output to planned goals, specifications and requirements [2]. Service marketing scholars believe that quality is about exceeding customer expectations [13]. quality in education as the fitness of educational outcome and experience for use [8]. This paper

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is premised on transcendent view of quality by Garvin [8]. Scholars argue that recognition of quality is dependent on experience gathered from repeated exposure to the service. This perspective of quality is consistent with innate excellence, high achievement and uncompromising standards [11,12].

Interactive quality is one of the essential dimension of service quality. It refers to the nature of communication and relationship that exist between the students and faculty and staff of the University. It is also about the quality of teaching and learning process in the University. Instruction may be described as the impartation of skills, values as well as knowledge that came as a result of quality teaching. The education literature presents a good number of teaching strategies and there are also a good number of research studies that validate them [1,10].

The issues of teaching quality and teaching effectiveness have been attracting scholarly debates and controversies in the higher education community. As a result, a good number of scholars focused on teaching quality from different views. Many researchers agreed to the fact that teaching quality is one of the major factors that influence student achievement, other school-related factors include financial condition, class size, leadership or school organization [3,4]. However, only limited studies considered the views of the alumni of the universities [5].

Specification Table

Subject area	Business, Education
More Specific Subject Area:	Education Marketing
Type of Data	Primary data, Tables
How Data was Acquired	Field survey
Data format	Descriptive statistical data
Experimental Factors	Purposive and convenience sampling techniques were used
Experimental features	Only graduates of the selected universities were sampled
Data source location	South west, Nigeria
Data Accessibility	Data are presented this article

Value of data

- The data, in this article, describe academic specialization of the students across the three categories of universities
- The results from these data can be used to assess the level of learning that took place in those universities
- It provides information on the quality of examination that take place in those universities as perceived by the students.
- The results of the data show the ratings of universities by their students as regards to the quality of assignments given, group discussion as well as the breadth of the knowledge being impacted on the students.
- The data can be used to compare the three categories of universities based on their perceived interactive quality. The results can further be categorised based on gender, academic specialization as well as state of origin
- Many studies have been done on technical and functional quality of higher institutions especially from the perspective of the regulatory bodies but limited studies have been done in the area of interactive quality. The data provided shall therefore facilitate further studies on interactive quality in higher education marketing

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