

UNIVERSITY OF CAPE COAST

SERVICE QUALITY DELIVERY AND STUDENTS' SATISFACTION IN
HIGHER INSTITUTIONS: PERSPECTIVES OF BUSINESS EDUCATION
STUDENTS, UCC

DANIEL KWEKU ANHWERE

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BY

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Business, College of Humanities and Legal Studies, University of Cape Coast,
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DECLARATION

Candidates' Declaration

I hereby declare that this dissertation is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature: Date:

Name: Daniel Kweku Anhwere

Supervisor's Declaration

I hereby declare that the preparation and presentation of the project were supervised in accordance with the guidelines on supervision of project work laid down by the University of Cape Coast.

Supervisor's Signature: Date:

Name: Mrs. Gloria Agyapong, Ph.D.

ABSTRACT

This study aimed at assessing service quality delivery and students' satisfaction in Higher Institutions. The study was a quantitative research which adopted the descriptive survey. In all, 400 students comprising of 221 B.Ed. management students and 179 B.Ed. Accounting students were selected using the multi-stage sampling technique. Data was collected on a 5-point likert scale questionnaire ranging from Not AT all (1) to a Very high extent (5). Both descriptive (mean and standard deviation) and inferential statistics (simple linear regression) were used to analyse the data that were obtained from respondents. It was revealed from the study that, students are moderately satisfied with the quality of service delivery in concerning teaching and learning. However, students are highly satisfied with the academic credentials of lecturers/academic staffs, the effective communication of lecturers during the process of lecturing and how instructors are approachable and friendly during teaching and learning process. Again, it was found out from the study that, students are moderately satisfied with the quality of service delivery in terms of non-academic aspects among business education students. The results from the linear regression revealed that there is a direct relationship between academic satisfaction and non-academic satisfaction in relation to quality of service delivery. Based on the findings from the study, it was recommended that management of higher institution should further develop the skills of their lecturers and provides the required learning environment and better infrastructure should be provided for conducive learning environment.

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DEDICATION

To my parents, my lovely wife, and adorable daughter.

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CHAPTER ONE

INTRODUCTION

In the 21st century, the issue of quality seems to be the key area for educationist. Currently, the main alarm for the academic institutions is to identify the students' perceptions towards the quality service provided. The issue of service quality delivery globally, seems to be of concern to some stakeholders of education. The delivery of effective and efficient service to meet the expectations of students has been a critical subject of concern for universities. This is because students' satisfaction is a cardinal key of universities excellence globally. This study is useful as a route for providing essential directions for future study. Also, it will assist the administration of the University in identifying the perceptions of the students and to improve the strategies for developing and maintaining values of the University.

Background to the Study

Globally, quality of service delivery is seen as a vital strategy for organisational effectiveness and (Parasuraman, Zeithaml, & Berry, 1985; Reichheld & Sasser, 1990). The education sector for decades has under-gone increasingly pressure to render quality services to its customer (students) and enhance its productivity” (Robinson, 2003). The needs of customers differ when it has to do with how quality of services is provided. However, according to (Zeithaml and Bitner (1996), they added that, “service quality has been seen as “a general judgement similar to customers’ attitude and accepted as an antecedent of overall customer satisfaction.

Debate and/or discussions in relation to the problem of quality in higher universities has surfaced in the area of marketing (Abdullah, 2006;

Sultan & Wong, 2010). Higher institutions are expected to take over the campaign of achieving economic growth of their country by producing students who could fit into the society and contribute their quota to economic development. The capability of a state in achieving economic, social, cultural and political developments, appears to largely dependent on the quality of its educational system and the quality of students it produces at the end, since the quality of students has effect on the human capital development at large.

In current year, enormous changes in policy, structure and status of higher institutions appears to have taken place globally for which higher institutions in Ghana are not exception. Challenges such as privatisation and increased competition among higher learning institutions seem to be common in most countries. Hill (1995), asserted that, the university is a service industry and that service quality appears to be a critical basis for its success or failure (Landrum, Prybutok & Shang, 2007). Just as every business scheme seeks to provide quality services to its customers, higher institutions globally intend on refining upon the quality of service delivery to its beneficiaries. Among the various beneficiaries of services provided by universities, students remain the key beneficiary of most of the services rendered by higher institutions. This suggests that, the university should strive towards satisfying its students in relation of the quality of services rendered. This may appear having effect on quality education in the higher institutions and the nation at large, which is now a major issue among many developing countries and successive government including Ghana. Higher institutions are now encouraged to integrate quality into its curriculum to be able to function 21st century.

Because of the high competition in the industry, higher institutions establishments appear to now emphasis more on the satisfaction of their students. “Developing policies that seems to attract students and create efficient and effective academic atmosphere seems to be in line with the strategic plan executed by the institutions “(DeShieldsJr, Kara et al. 2005; Helgesen & Nettet, 2007). This might be done through rendering of excellent service values (Huang, Binney et al. 2012). Among numerous services provided by higher institutions to benefit students, it is expected that the benefits should be related to teaching and learning, active and reliable administrative support, provision of adequate facilities among others (Hénard & Roseveare, 2012).

From the perspective of business, students appear go for services that seems to meet their demands. They are seen as service providers which has a direct association with students as well as those providing core services to learners and providing effective feedback. Customer satisfaction and fulfilment could be seen as one of the vital elements in business. The customer plays an important part towards the achievement of the business. Hence, examining students’ needs is an essential action that could seem to increase the accomplishment of businesses (Parasuraman, Zeithaml & Berry, 1988). According to Douglas, Douglas and Barnes (2006), “Service performance is determined by the service quality and the satisfaction of the customer” (p.8).

Arokiasamy (2012), expresses in that, in the 21st century, to attract and retain an excellent level of competitiveness, organisations are required to emphasise on the concept of quality as one of the most important tools for its effectiveness. From the view of Zeithmal et al. (1996), “organisations’

inability in satisfying the customer's expectations is one of the major reasons they underperform in their individual industry".

Recent media discussions and debate have also revealed that higher institutions in Ghana seem to have challenges with quality of service delivery (Anim, 2015). Anim further pointed out that the issue of quality includes the curriculum, teaching and learning materials with facilities, among others, which thrust in contradiction of their efforts in an attempt of delivering quality services to their students. According to Ankomah (2005), he expressed that, "service quality in education is now strategic in Africa's strategic plans towards matching up with the developed world. While the impulse of quality and list of priority seems to differ from country to country, the term has become a determining element in facilitating international support for educational expansion and developing initiatives. knowledge of the perception of quality of service delivery in relation to academics, satisfaction of learners on the quality of service of general administration and satisfaction on quality of facilities appears to be significant. Increasingly, previous governments appear to have sought and continued to put in strategies for quality delivery of education. Yet, research-based literature on issues related to quality of service delivery in education appears to be limited (Ankomah, 2005).

Studies conducted in less developed countries concerning students' perception in terms of service quality appears to be generally focused on students in private institutions. Majority of these studies seems to be conducted on service delivery conducted on students in advanced countries like UK, Australia, New Zealand and the United States. Literature on developing countries like Ghana, appears not to be enough (Athiyaman, 1997;

Oldfield & Baron 2000, Joseph, Yakhou et al. 2005, Kao 2007, Hasan, Ilias et al., 2009) and in terms in relation to data analysis, the qualitative analysis was adopted. More so, some personal observations and interactions among some students in the university, appears that, the kind of quality of services rendered universities seems questionable to some extent and they appear to be dissatisfied with the domain of investigation.

Statement of the Problem

Issue of service quality delivery globally, seems to be of concern to some stakeholders of education. The delivery of effective and efficient service that meets the expectations of students has been a critical topic of concern to modern universities. This appears to be so, because students' satisfaction is a fundamental index of university excellence, globally. Available studies on the topic of higher learning appears to have focused on course delivery mechanisms and the quality of teaching and courses as expressed by" (Athiyaman, 1997; Bourner, 1998; Cheng & Tam, 1997; McElwee & Redman, 1993 & Palihawadana, 199). All these studies failed to consider the service quality delivery of their facilities and general administration on students' satisfaction. A study by Tan (2017) concerning the effect of excellence of provision and practise on undergraduates' learning outcomes in institutions of higher learning seems to focus its attention on the core of educational activities, which is teaching and learning alone.

However, the nature of quality of service in universities should not be delineated to only teaching and learning. The reason being that, a higher institution appears to provide myriad services which encompasses "teaching and learning, higher institution services include administrative work, provision

of general facilities and so forth as expressed by (Altbach, Reisberg & Rumbley, 2009). A critical review of this study is that, it failed to consider other services which are of relevant and provided by higher institutions

Oldfield and Baron (2000) examined a research on undergraduates' perceptions of service quality on business students in the United Kingdom. The focus of the study was on three main elements that include "requisite elements" acceptable elements; and "functional elements". However, considering the setting of the study in terms of geographical location, it appears that conditions in the UK cannot be fully applicable in an African context especially Ghana. Therefore, there is a need for a similar study in the Ghanaian institutions. Another weakness of studies on service quality failed to look at from the perspectives of the business education students who go through similar contents as the business students and enjoy similar services provided by the university. Review of literature indicates that there is a need for a study on the quality of service delivered in higher institution and students' satisfaction, specifically, with regards to the academics, non-academics and facilities available, since there are scanty of research (Frimpong & Owusu, 2015).

More so, observations and some personal interactions among some students in the university appears that, students seem dissatisfied with the quality of service delivered to them. This might appear to have led to the reduction to student's intake in the various programmes in the university. It is against this argument and background that a study needs to be conducted among business education students to examine their perspective on the service quality delivery of tertiary institutions and how satisfied they are, and also

suggest recommendations on in what way the quality of service delivery could be improved. The next section addresses the various questions concerning the study.

Purpose of the Study

The main thrust of the study is to examine quality of service delivery and students' satisfaction in Higher Institutions. The study explicitly sought to:

1. examine the level of satisfaction of quality of academic service delivery among business education students of the University of Cape Coast.
2. ascertain the level of satisfaction of quality of service of non-academic among business education students of the University of Cape Coast.
3. examine the level of satisfaction of service delivery in terms of facilities among business education students of the University of Cape Coast.
4. determine the relationship between academic and non-academic delivery among business education students of the University of Cape Coast.

Research Questions

The following research questions were formulated to guide the study:

1. What is the level of satisfaction of quality of academic among business education students of the University of Cape Coast?
2. What is the level of satisfaction of non-academic delivery among business education students of the University of Cape Coast?

3. What is the level of satisfaction of service delivery in terms of facilities among business education students of the University of Cape Coast?
4. What relationship exists between academic and non-academic service delivery among business education students of the University of Cape Coast?

Significance of the Study

This survey would be of significant in terms of its adding to existing knowledge in addition to providing valuable sources of information on the service quality delivery and students' satisfaction. With students who are the direct beneficial of the study, the study would give them the platform to share their satisfaction towards the quality of services that needs to be considered in terms of the various variables of investigation. Again, the study would intend reveal to students the status of quality service delivery at the institution, which would support the student representative body to put measures in place to ensure that student enjoy quality delivery of service in the university

At the macro level, all educational institutions in Ghana and beyond can benefit from the study by becoming aware of how student perceive quality service delivery in higher institutions of learning and measures that needs to be put in place to improve and promote quality delivery service the various institutions. Again, for academic and researchers, it might inspire academic research and career progress. It will also provide a framework for subsequent studies in this area and also serve as a source reference work for scholars who intend to conduct like study for the purpose of generalisation.

Delimitations

The study focused on business students with education, from the college of Education, UCC. This due to the background of the researcher, since the researcher is familiar with some issues related to the problem of quality and happens to a stakeholder of the institution. Again, at the University, there are two groups of business students. These are those who are being train as business administrators and those who are being train as business educators. The study focused on those who are being train as business educators, comprising of Bachelor of Education (Management) students and Bachelor of Education (Accounting) students. Also, the study concentrated only on the level 300 business students of the 2018-2019 academic years. These groups of students were chosen because of the accessibility to the researcher and their educational experience as related to information regarding the study though the final year students would have served as the respondents for the study. This would, however not be the case because it would have been out of campus, for their off-campus teaching practices.

In addition, the study was delimited to the selected respondents because of time of completion of the dissertation. There are so many issues and areas of research of quality of service delivery in higher institutions. Nevertheless, the research concentrated on quality issues pertaining to academics (teaching and learning) non- academics (administration) and facilities from literature, which forms the objectives of the study. These few areas were considered because they are the impulse of education at higher institution and appear to have direct impact on total quality management in

terms of teaching and learning in the university and the level of students' satisfaction.

Limitations

No study cannot be down without a limitation. With regards to the instrument, and according to Johnson & Christensen (2012), they explained that, "research based on questionnaire does not give in-depth information as compared to qualitative instruments. This seems to suggest that, the results would have been more in-depth and accurate if respondents were interviewed to find out they why they said so. However, time and duration of the study would not permit me to do so.

Furthermore, the questionnaire items comprised of the closed one and some few open-ended. It could imply that students were therefore, required to take decisions on the items without allowing them room for their own responses. This could result in loss of some key information that the research may not have bring to light. In order to minimize this limitation, the questionnaire was broadly developed to ensure that most vital subjects were covered, not to compromise the validity of the results. Therefore, the researcher will make use of some open-ended questionnaire to allow the respondents to add their voice to the responses. In the future, a qualitative data could be added to the questionnaire to get the comprehensiveness of the study.

The uncooperative attitude of some respondents in responding to some items in the questionnaire could affect the validity of the study. This was overcome by explaining the purpose and relevancy of the study to the respondents. The tendency of some respondents ticking without reading the items in the questionnaire may also affect the validity of the findings from the

study. This was minimised by checking every item in the questionnaire to detect those error before inputting it into the computer for analysis. All these critical steps were taken so not to influence or compromise the validity of the findings of the results.

Organisation of the Study

This research is arranged into 5(five) main chapters. The first chapter, which is the Introduction, include the background to the study, statement of the problem, purpose of the study, research questions, significance of the study, delimitations and limitations of the study. Chapter Two (2) dealt with critical studies relevant to the research. It covered theoretical review, conceptual review of the study. It also had a section for empirical review under which previous studies related to the research was reviewed.

Chapter three discussed the research methods and procedure for carrying out the study, which include the research design, population, sampling procedure. It more so discussed the instrument for data collection, procedures for data collection and how data was processed and analysed and a summary of the chapter. Chapter four describe the results with its discussion in relation to the study. Chapter five discuss the concluding chapter which gave summary, conclusions and make recommendations for policy formulation, basing it on the findings from the study and areas for further study were suggested.

CHAPTER TWO

LITERATURE REVIEW

Introduction

This aspect sought to review relevant studies on concepts, theories, and empirical works which highlighted ideas underpinning this study. The current study examined the service quality delivery and how “satisfied students are with the service quality delivery”. Literature is organised under three (3) main sections. The first section deals with theories and concepts such as meaning of Service Marketing theory, service quality, alternative models, and service quality/excellence and fulfilment of student, among others. The last section of the Chapter has to do with empirical review which was formulated to guide the study objectives as outlined by it.

The studies highlighted issues like, the definitions of service excellence, concept of provision quality in universities, service quality related to student’s fulfilment, student perspective on service excellence in universities, organisational perspective of quality in universities, evaluation of excellence of service, services marketing theory, conceptualisation of apparent service quality using “SERVQUAL, “Cronin and Taylor’s SERVPERF” and the empirical reviews, conceptual framework and finally summary of literature reviewed.

Theoretical Review

This aspect of the study attempted look at some theory underpinning the study. Specifically, theories such as “SERVQUAL and Cronin and Taylor’s SERVPERF” theory of quality service since they seem to be the most common theories for studying of quality of service. These theories were also

chosen because of the objectives of the study since it relates to the satisfaction students stem from the excellence of services delivered by higher universities which appears to be the standard for evaluating the excellence of education.

SERVQUAL Model

Previously, “Parasuraman et al. (1988) in his study, conceptualised perceived service excellence as a world’s decision, or phenomenon pertaining towards the dominance of the services provided. Therefore, they propose “ten dimensions of elements that sought to determine service quality.” These dimensions are “reliability, responsiveness, competence, access, courtesy, communication, credibility, security, understanding/knowing the customers, and tangibles”. It was proposed that “the differences between perceived performance and expected performance of these ten dimensions determine overall perceived service quality”. His measurement was supported by Oliver’s framework.

Oliver (1980), has projected that, “the concept of satisfaction appears to be seen as a function of the disconfirmation of performance from expectation, Parasuraman et al. (1985), proposed that, service quality is a function of the differences existing between expectation and performance along its quality constructs”. Services as a concept, have been distinguished from products in different modes. Shostack (1977), argued by saying that, “services are more intangible than products and that the most intangible service seems to be centred on teaching”. Therefore, there could be benefit in assessing the effectiveness of universities with a tool called “SERVQUAL”.

After SERVQUAL the model of Parasuraman et al was criticised against. Carman (1990), by criticising it, contended “SERVQUAL could not

be a basic measure that could be applied to any service. It ought to be customised to the specific service” Babakus and Boller (1992), upheld “the dimensionality of service quality is dependent on the type of services under study.” Additionally, it was noted that, “perceptions-only measures had higher correlations with an overall service quality measure and with complaint resolutions scores than did the SERVQUAL measures”. The finding also supports the results of scholars as Cronin and Taylor and Boulding et al., (1993). These scholars, however, tend to query the soundness of SERVQUAL and its alternative model.

SERVPERF Model

Grounded on literature review, Cronin and, opined, that, model complicates both satisfaction and/or fulfilment and attitude as constructs. It was further noted that, “the excellence of service can be “similar to an attitude”, could operationalised to issues such as the “adequacy-importance model”. Specifically, “they maintained that performance” as a substitute with “performance expectation” guides service excellence. Practically, ‘SERVQUAL’ appears to have suit two of the four businesses that were examined, whereas “SERVPERF” on the other hand, had an excellent fit in all four businesses.

However, in relation to their study, the expectancy -discomfiture paradigm which appears to be old seems to be essential. Zeithaml (1981), contested, “consumers form satisfaction judgment by evaluating actual product/service performance against their expectation about the product/service” (p.12). The expectancy appears to form the anchor for subsequent assessment of student’s satisfaction. Applying it to the research,

students from higher learning of institutions come to the university with expectations of what they want to get from their institutions and even gain employable skills to prepare them for the future. For these expectations to come to reality, some important variables such as the academic, non-academic and facilities available must be improved to bring about their satisfaction. In other words, the presence or absence of these core elements may lead to satisfaction or otherwise. Hence, their perspectives of the fulfilment gained from the kind of services delivered by universities must be sought.

Conceptual Review

Concepts of Quality and/or Excellence of Service in Higher Education

With regards to the concept, quality, one cannot describe quality and/or excellence of service without explaining what it is and how customers perceive it (Gronroos, 1990). Scholars have tried coming out a global meaning for quality of service since Parasuraman's initial idea to conceptualise its connotation. In an attempt of understanding the idea of "quality of service, it is equally essential to simplify both the 'service' and the 'quality' constructs" Schneider and White (2004) 's conception of service area has (2) parts: "the what of service delivery and the how of service delivery". According to Dado, Taborecka-Petrovicura and Rajic (2011), "Higher education is a service which comprises these two components". Likewise, it is of important to understand services and its attributes. Parasumaran et al. (1985), in his study cited "three well-documented characteristics of services that must be acknowledged for quality of service to be fully understood: intangibility, heterogeneity and inseparability". This, according to White (2004), suggested that, "a service has no physical form, as it is a performed activity, is different for various customer

encounters, and is produced and consumed at the same time”. Higher institutions appear to hold all the attributes of service, in which students appear to be involved in the process of delivery (Shank et al., 1995). Exclusive with universities as service providers lies in fundamental focus in providing quality learning experiences for its students through effective tuition (Yeo & Li, 2012).

Several contemporary quality theorists such as (Crosby, 1979), Deming (1986), and Feigenbaum (1986), concluded their thoughts on the concept of quality. These thoughts, however, appear to be “fundamentally derived from a manufacturing point of view with a customer focus that posits that quality is quantifiable, has a set of standards which can be conformed to, and can be unceasingly improved for the customer” (Beckford, 2010).

Concept of Quality

As Feigenbaum (1998), stated, “quality is defined as best for the customer use and selling price. Quality, as conceptualised in the services literature, centres on perceived quality”. This seems to be dissimilar to the production model of quality, that seems to “stress an unbiased measure against a standard”. (Beckford, 2010). Beckford (2010), emphasised that, “quality for services not only dependant on what actually happened but on how the parties to the transaction feel about what happened”.

Quality as a term, to Harvey and Green (1993), “is a philosophical concept which reflects different perspectives of the individual and society”. With the situation of universities, “quality cannot be commonly agreed upon, due to contradictions in the perception of quality resulting from the diversity of people and institutions in the higher education environment”. An

illustrative, “the idea of quality of teaching is many-sided yet, ultimately elusive” (Ramsden, 1991). From the thought of relativeness, quality of provision or excellence seems to remain a debatable issue for further research, which this study seeks to fill.

“The notion of quality of service appears to be complex and not consistently defined” (as cited by Smith et al., 2007; Schneider & White, 2004). With the universities’ situation, “it is hard to achieve consensus on its definition” (Smith, Martino, Gwary, Jansen, Kumar & Scholes, 2007), because disparity exists in the consideration of quality” (Harvey & Green, 1993). “Depending on the kind of needs, every stakeholder in higher education has a specific view of quality” (Harvey & Green, 1993; Voss, Gruber, Ssmigin, 2007). Therefore, “quality is a relative concept since it tends to vary according to needs. It is also problematic to define quality of service, because the quality of service of each higher education experience is unique, since it is mostly determined by the hopes of individual students” (Yeo, 2008). “Students seem to mostly measure quality of service based on their experiences of services” (Njie-Mbye, Kulkarni, Opere & Ohia, 2012).

Concepts of Service Quality

Previous study has examined the concept by stating that “service quality is a better measurement of customer satisfaction” (Anderson & Sullivan, 1993; Cronin Jr & Taylor, 1992; Levesque & McDougall, 1999). Most practical research has tried proposing a causal association that appears to exist among service excellence and customer fulfilment. This implies, “service quality is viewed at the global level” (Bitner, 1990; Oliver, 1981; Parasuraman et al., 1988), “while customer satisfaction is treated at the

experimental level. Bitner” (1990), studies “the linkage between customer satisfaction judgment and service quality of travellers. Evidence suggests that customer satisfaction judgments are antecedents of service quality. In addition, the study further proposed a research dimension for the causal linkage between customer satisfaction and service quality. The performance of a company in the long run is dependent on the quality of a good product and services”. An organization could increase through “improving its quality, which leads to increase in market share and market expansion as well” (Bussell & Gale, 1987). With businesses engaged in services, “issues related to the delivery of services and customers’ experience are the key factors to improve the quality of services. “

“Previous studies in relating to service quality focused on “quality perception and customer satisfaction” (Cronin Jr & Taylor, 1992). Some indications found in literature suggested, “good service quality increases customer satisfaction and helps attract new customers and also retain existing ones” (Keiser, 1993; Lian, 1994a, 1994b). Same vein, the high number of banking industries believed “service quality should refer to service excellence in order to gain customer satisfaction” (Mahoney, 1994).” A study by Madsen (1993), outlined “brief definition of service excellence that firms can exceed customer satisfaction to delight and retain them”. It was furthermore explained that, “service excellence as listening, and allowing customers to be a part of action, innovation and empowerment. Previous studies suggest that service quality is not associated with a one-dimensional construct”

It could be realised that, “most of the scholars’ support service quality as a multidimensional construct such as tangibles, responsiveness, reliability,

empathy and assurance” (Amin & Isa, 2008; Bitran & Lojo, 1993; Carman, 1990; Lewis, 1993; Parasuraman et al., 1985, 1988). Generally, “service quality has two overriding dimensions” (Groenroos, 1984; Levesque & McDougall, 1996b; McDougall & Levesque, 1994; Parasuraman, Berry, & Seithaml, 1991). The first measurement, known as the “core aspect of the service whereas the second dimension is referred to as process aspects of the service”. To be more particular, “reliability is mainly associated with the service outcome, while tangibles, responsiveness, empathy and assurance are associated with the deliverance of service” (Parasuraman et al., 1991). In support of the facts that, “the study suggests that both elements are essential and interactive dimensions of service quality and can be antecedents of customer satisfaction”.

Service Quality in Higher Education

Tuan (2012) argued, “in order to succeed in today’s competitive higher education sector, service quality is of essence to any institution of higher learning. Service quality research in higher education sector appears to new, at compared to that of the commercial sector. Most of the quality models that are commonly practiced in the world of business have been adapted and applied in education industry” (Chua, 2004). It appears studies in relation to service quality in universities seeks to develop relevant measures, by conceptualising either “SERVQUAL or SERVPERF”. Currently, research indicated, “SERVQUAL scale is reliable and valid when it is applied to a particular classroom environment” (Stodnick & Rogers, 2008). However, few research consulted appears to use “SERVQUAL scale in university environment and none of those studies are able to replicate five-factor structure of the

SERVQUAL scale” (Cuthbert, 1996a, 1996b; O’Neill, 2003; Oldfield & Baron, 2000; Sahney, Banwet, & Karunes, 2004).

“Service quality and its certainty in terms of satisfaction of students are examined in higher education with the help a software known as, multiple regression models” (as cited by Stodnick & Rogers, 2008). Moreover, several has examined the ECSI model in education segment (Brown & Massarol, 2009; Chitty and Soutar, 2004; Martensen, Gronholdt, & Kristensen, 2000). Even though organization’s image appears to be few of the major experiences of apparent worth and loyalty in thI model, “the study has empirically examined corporate image as a consequence of perceived value and perceived quality, respectively” (Nguyen & LeBlanc, 1998).

Organizations’ reputation ought to be modelled as result rather than a driver of fulfilment achieved. The reason being that “the effect of satisfaction on corporate image reflects both the degree to which consumption experiences enhance corporate image and the consistency of customers’ experiences overtime” (Johnson, Bakhsh, Young, Martin, & Arnold, 2001). Since the image of the organization is based on experience, it seems not to be a precursor of worth, satisfaction, and trustworthiness”. Thus, the results of studies revealed that, they are unsatisfying, stating that, “it is importance to develop service quality scales and a comprehensive model particularly for the higher education sector”.

Service Quality and/or Excellence and Students’ Satisfaction

Through reviews, “the focus is on perceived quality, which results from the comparison of customer service expectations with their perceptions of actual performance” (Seithaml, Parasuraman, Berry, & Berry). Therefore,

“quality in higher education appears to be a complex and multifaceted concept and a single correct definition of quality is lacking” (Harvey & Green, 1993). In relation that, agreement regarding “the best way to define and measure service quality (Clewes, 2003, p. 71) does not exist yet”. individual stakeholders of universities have its own opinion regarding excellence owing to specific needs”. Excellence of service is usually seen, “a critical requirement for establishing and sustaining satisfying relationship with valued customers”. Concerning the model, “the association between service quality and customer satisfaction has emerged as a topic of significant and strategic concern” (Cronin & Taylor, 1992). On a whole, “perceived service quality is an antecedent to satisfaction” (Spreng & Mckoy, 1996). Therefore, “proper understanding of the antecedents and determinants of customer satisfaction can be seen as to have an extraordinarily high monetary value for service organisation in a competitive environment” (Lassar, Manolis & Winsor, 2000).

How to satisfy studnets is a great challenge for universities and as posited by Arambewela and Hall (2009) that, “it is also the major source of competitive advantage and the student satisfaction leads to student attraction, retention and the spread of positive word of mouth communication by satisfied students”. Abdullah (2006)’s work explained that, “higher education institutions have to incorporate student satisfaction as an important component of their management in addition to their core business of teaching and research”. Thus, “educands seem to be inactive in the process of higher education but as customers or consumers of the process”. According to Anantha and Abdul Ghani (2012), “student satisfaction is not limited to the

lectures in class or guidance by tutors during the consultation hours but it includes the students' experiences while interacting with the non-academic staff, the physical infrastructure and other non-academic aspects of college life such as participation in extra curricula activities". All these contribute to excellence of service delivered by higher learning organization, leading towards high quality of education in our universities.

Student Perspective of Service Quality in Education

University students usually are seen as customers of Higher Education Institutions (Armstrong, 2003; Bailey, 2000; Ferris, 2002; George, 2007; Gillespie & Parry, 2009; Lomas, 2007; Pitman, 2016; Yeo, 2009). An application of "SERVQUAL as a degree of measurement of quality of service in the classroom shows that students appear to be treated as customers" (Stodnick & Rogers, 2008). Yet, although "student's perspective does serve to focus the attention of HEIs on students' needs, and the desirability of doing so (Ferris, 2002), it is not without shortcomings" (Bailey, 2000; Ferris, 2002; George, 2007; Lomas, 2007). Winsted (2000) and Zeithaml et al. (1990), maintained "service providers will only be able to deliver service encounters that will satisfy customers if they know what their customers want". its implication is that, "universities know how their students perceive the services rendered, they may be able to adapt their services to a certain degree, which should have a positive impact on students' perceived service quality and their levels of satisfaction".

The role of a tertiary student in institutions of learning is "complex and remains a contentious" (Pitman, 2016). According to Finney, "students who believe they are customers are likely to hold attitudes and engage in

behaviours that are not conducive to the achievement of education success” (Chonko et al., 2002; Finney & Finney, 2010). Oldfield and Baron (2000), in adding to the issue, maintained, “there is an inclination to view service quality in higher education from an organisational perspective”. It is suggested that “institutions should better pay attention to what their students want instead of collecting data based on what the institution perceives its student’s find important”. In the same vain, Joseph et al. (2005), “research on service quality in higher education has relied too strongly on the input from academic insiders while excluding the input from the students themselves”. “They believed that exotic methods leave decisions concerning what constitutes quality of service exclusively in the hands of administrators and/or academics”. It is hence, suggested “academic administrators should focus on understanding the needs of their students, who are the specific and primary target audience”. In same manner, Douglas and Douglas (2006), recommended “the experience of studnets and its improvement should be at the forefront of any monitoring of higher education quality”. In this case the business education students”.

According to Ray (1996), many academia believed that, “their study is “to help educate students at the request of and for the benefit of society as a whole”, “reject the universal view of the student as a customer on the grounds that higher education is not like other forms of service provision” (as cited in Lomas, 2007, p. 42). According to him, “it seems to be difficult to regard learners as customers since the effects of higher education on the student cannot be fully evaluated until sometime after it has been provided” (Lomas, 2007). “It is also difficult to assume that students are always right and that serving their expectations is in the best interest of HEIs “(Yeo, 2009). Michael

(1997) and Lomas, (2007), explained that, “argument on the student-as-customer perspective continues as it seems to operate in a paradigm that views education as a commodity, which contradicts traditional values of education.”

With the inconsistencies with “student-as-customer perspective, many researchers have proposed alternative models for the relationship between students and educators; these models also imply that students and educators are major stakeholders of higher education. Students should be referred to as clients of a professional service, according the service provider, where students have more decision-making power than if they were regarded as customers “(as cited by Armstrong, 2003; Bailey, 2000). According to Ffris (2002), “it would be more prudent to consider students as junior partners of a corporation firm, which he termed as, student as junior partner”. This means, as employees and partners of the organisation, their perspectives on service quality delivery by the institutions needs to be considered for effective decision-making. Hitherto, another concern raised concerning the issue means, “students should be treated as employees and that the tenets of performance management in work organisations can be applied to the classroom” (cited in Gillespie & Parry, 2009, p. 553). Remarkably, Ray (1996), proposed distinct models that sees the student as “the producer of learning, while educators’ function as instructors who act as both an input and a proxy for the customers” (p. 276).

Organisation’s Perspective of Service Quality of Higher Institutions

“It is essential to research into the delivery of higher education from the organisational perspective. A service production system is important to the delivery of quality of service, and organisational dynamics are relevant for

effective service delivery” (Reynoso & Moores, 1995; Shanahan & Gerber, 2004; Schneider & White, 2004). From former deliberation, it could be said that “the organisational perspective in relation to the functioning of HEIs is collectively owned by the administrators, academics and administrative support staff members working for HEIs. Studies such as (Douglas et al., 2008; Ray, 1996; Reavill, 1998; Yeo, 2009), have shown that organisational activities have an influence on the total quality of service which HEIs provide”.

“A high-quality contributes to an optimistic experience for stakeholders of higher education” (Shanahan & Gerber, 2004). Many HEI’s adopted “total quality management (TQM) framework to enhance the effectiveness, efficiency, cohesiveness, flexibility and competitiveness of their business operations, with the aim of meeting the needs of their stakeholders through continuous improvements” (Ho & Wearn, 1996; Ray, 1996). “The TQM of HEIs requires stakeholder’s involvement in the HEI’s functioning to be synergised in their efforts to deliver a high-quality higher education service to external stakeholders” (Gift & Bell Hutchinson, 2007; Ho & Wearn, 1996; O’Mahony & Garavan, 2012). An apparent excellence of service by universities could be impacted by the service environment within the organisation. The reason being “the internal functioning of an organisation with respect to the service has often been found to be reflected in customers’ perceptions of the quality of service they receive” (as cited by Schneider & White, 2004).

Taking views of strategic managers, “excellence of service is likely to be prejudiced by “student contact comprising communication time and

intimacy; from the employee perspective, student orientation, managerial practices and student feedback, which make up the service climate, influence perceived quality of service” (Schneider & White, 2004). Therefore, “organisational processes that are in supportive of student learning are keen contributing factors to the total experience of students” (Yeo, 2009).

Outcomes of Higher Institutions Service

According to Allan, “the design of the higher education service experience is increasingly becoming outcome-led, although there is confusion regarding what constitutes the outcome of a higher education experience” (Allan, 1996). The rationale for the assertion was that, “in a higher education service, the provider is doing something to the receiver, unlike in many other services in which the provider is doing something for the receiver” (Harvey, 1993; Purgailis & Zaksa, 2012). As stressed earlier on, “education is a participative process in which students are subject to a process of ongoing transformation and are involved in the co-creation of the higher education learning experience” (Ng & Forbes, 2009; Petrussellis, d’Uggento, & Romanassi, 2006).

“Students participate in higher education and learning experience, which transforms their knowledge, characteristics and behaviour, and eventually helps them to develop as valuable individuals for the economy and society” (Barnett, 2000; Kovbasyuk & Blessinger, 2013b; Tsinidou et al., 2010). Therefore, it could be seen as, “an ongoing and eventual transformation of the student that reflects the outcome of the student’s higher education experience, culminating in their graduation as expressed by (Allan, 1996; Harvey & Green, 1993)”.

Again, it is of essential to differentiate learner learning results from their own outputs. Student's learning outcomes seems to" inculcate a wide array of student characteristics and capabilities appears to evaluate the growth of learners, resulting from universities' experience, whereas "student outcomes encompass merely education outcomes" (cited by Frye, 1999). Nevertheless, "proliferation of neo-liberal thinking in managing higher education has resulted in an under-emphasis on learning outcomes in favour of more market-centred institutional management outcomes, a phenomenon which needs re-thinking" (Ewell, 2010; Hemsley-Brown & Oplatka, 2006; OECD, 2013b).

According to Harvey and Knight (1996), Browne (2010) and Rajah (2014), "as institutions of advanced learning are important elements for the contribution of the economy. It "should therefore ought to deliver significant returns to society by positively transforming the lives of individuals as well as providing skills and knowledge required for innovation and economic transformation" (Harvey & Knight, 1996; Browne, 2010; Rajah, 2014). Beyond the acquisition of practical skills, students ought to develop holistically, as a result of their knowledge and skill at the universities (Rajah, 2014).

Within the culture, "higher education also plays a dual role, needing to remain true to the traditional values of higher education to meet the emerging needs of society, while at the same time maintaining a student-centred, consumer-oriented philosophy" (Michael, 1997). "The traditional value of higher education remains as enhancing and empowering students through the learning process" (Harvey & Knight, 1996). An objective of state's plan for

universities “for students to become empowered consumers of learning, who gain influence over the education process and enjoy lifelong learning” (Naidoo et al., 2011; Nusche, 2008; Purgailis & Zaksa, 2012; Tan, 2015).

Students’ Feedback as a Tool for Quality Delivery

Collecting response from students perform “key role in delivering quality services in higher education institutions” (Leckey & Neill, 2001). According to Harvey (2003), “student feedback can be defined as the expressed opinions of students about the service they receive as students”. It includes, “perceptions about the learning and teaching, the learning support facilities (such as libraries, computing facilities), the learning environment (lecture rooms, laboratories, social space and university buildings), support facilities (refectories, student accommodation, health facilities, student services) and external aspects of being a student (such as finance, transport infrastructure)”. “Institutions seems to appears to gather response from their studnets mainly for internal information to guide improvement; and outside information for potential students and other stakeholders, including accountability and compliance requirements”.

“Responses from students in one way or the other, appears to helps prospective students obtain information about the institution so that they can decide which programme or course unit to choose or where to study” (Richardson, 2005; Williams and Cappuccini-Ansfield, 2007). Harvey (2003), further gave a distinction between the following survey forms by putting them into elements such as “institution-level satisfaction with the total student experience or a specified subset; faculty-level satisfaction with provision; programme-level satisfaction with the learning and teaching; module-level

feedback on the operations of a specific module or unit of study and teacher appraisal by students”.

Empirical Review

The section of the review attempts to look out for relevant and related studies that has being conducted. The area seems to have been given little scholarly attention. The various findings that emanates from the review of related literature is used as a plumb line to find out whether the new findings confirm the existing literature.

Learners’ Perspectives of Satisfaction of Excellence of Service Delivery and Academics in Higher Institutions

Oldfield and Baron (2000), conducted a study looking at the perception of students of on some factors that are indirectly complicated with subject matter and delivery of course units, and research with the help of the SERVQUAL research instrument. The main tool for analysing data obtained from a population of 333 business students, was the factor analysis. It was revealed, “students’ view service excellence has having 3 dimensions: “requisite elements”, which are of essential to help them to fulfil their academic obligation; “acceptable elements”, that remained required but not sufficient to students; and “functional elements”, which is of practical”.

Hasan, Ilias, Rahman and Razak (2009), also investigated a similar study by looking at the association between service excellence scopes and general service quality and students’ fulfilment. Some crucial elements were also examined. that lead to the satisfaction of the students. Questionnaire was used in collecting data from 200 university private students. The regression analysis, with two dimensions was used in explaining such satisfaction.

However, these seems not to be the only factors influencing their satisfaction and that is what the study seeks to achieve.

In connection with the aforesaid, Tan (2017), conducted a study in Singapore to report the way in which students are influenced institutions; academic permeance and the function and the role of the university. The study aims at establishing conceptual model that seeks to determine a six hypotheses and discover the differences in perception amongst three major stakeholders, of HEIs, and industries. To answer the objective of the study, a quantitative methodology was adopted A questionnaire was designed to operationalise each construct. A sample size of 484 questionnaires were distributed through the sampling technique known as the convivence sampling, of which 348 were retrieved and analysed. Cronbach's coefficient alpha was determined. The right to quality education and its accessibility seems to be crucial if socioeconomic development is to be sustained. More so, enhancing the quality of universities is necessary for effective capital development.

Satar, Behzad, Mohammad, Ali, Sahra, Maryam and Khadije (2017), in same vain, did a study by evaluating excellence of activities in the teaching sector. It was displayed that, "the quality of educational services in the universities did not meet students' expectations in five dimensions of service quality". "The multistage sampling technique was used to select 346 students, who were enrolled in the second semester of the academic year 2015-2016. The SERVQUAL questionnaire was then adopted to gather data on the issue." A statistical level of significance of 0.05 was used in examining the differences between students' opportunities and their perceived perception of

service quality in five proportions. From the study, it was revealed that, there is a negative service quality gap in all five proportions. It could be shown that, “the quality of educational services provided by the institutions did not meet students’ expectations in five dimensions of service quality. The quality of teaching also had a significant influence on student satisfaction according to Navarro, Iglesias and Torres, (2005), who also resolved that, the overall service quality had a positive influence on students’ satisfaction.”

In the same vein Ali, Shah and Mangi (2017), empirically investigated “the effect of service quality on students’ satisfaction”. Data was however, collected from different public universities of Thailand. Five hundred (500) questionnaires were randomly distributed among undergraduate students. The researchers received 240 filled samples with a return rate of 48%. Statistical Packages for Service Solutions (SPSS) version 21.0 software, was used as the tool for data analysis. After cleaning the data, 227 valid samples were further processed. The overall Coefficient level of instrument was 0.89 while, individuals’ factor reliability the results of Pearson’s correlation and multiple regression analysis shows, the service excellence of service appears to have had a positive significant correlation with the satisfaction of the students in Thailand.

A research undertaken via Garcl a-Aracil (2009), among el 11 European Countries, brought to light that, “student satisfaction across different European Countries were relatively stable, despite its variations in instruction”. It was furthermore, realised that, issues such as “contacts with fellow students, course content, learning equipment, stocking of libraries, teaching quality and teaching/learning materials have significant influence on

the students' satisfaction". Wilkins and Balakrishnan (2013), in their study also explained that, "quality of lecturers, quality and availability of resources and operative use of know-how have significant influence on students' satisfaction from international education."

"Teachers responsibilities seems to be very key in determining student satisfaction as explained by "(Shah, Nair, & Bennett, 2013; Butt & Rehman, 2010; Gibson, 2010). From Fredickson (2012), "student satisfaction is largely influenced by the support of faculty, curricular challenge, instruction, and academic advertisement" It does not confirm the study of Purgailis and Zaksa (2012), proposing "quality of academic faculty influences the content received by students hence maximising their satisfaction." It was moreover, resolved, "the most important elements in the provision of the study process are the academic staffs that pass over their knowledge, study content and teaching methods, acquired skills and readiness for labour market" (Purgailis & Zaksa, 2012, p. 148).

"A competent teacher who is competent in knowledge and skills are appreciated by students (Douglas, Douglas, & Barnes, 2006), and is highly ranked as a determinant of student satisfaction in their career. The same is suggested in several other studies" (Navarro, Iglesias, & Torres, 2005; Elliott & Shin, 2002). DeShields et al. (2005), asserted that, "students' perception of faculty will provide them with a positive learning experience and result in satisfaction". Hill et al., (2003), stated, "the role played by teachers in any institute determines the students' perception on quality education. Studies also show that curriculum is an important factor in determining student satisfaction." Fredickson (2012) conceded "that when the curriculum is

challenging, students perceive positive service quality and thereby gaining satisfaction. Similarly, Purgailis and Zaksa (2012) reveal students expressed that, study content results in the perception of quality. The course curriculum is not restricted to classroom learning from the textbooks and giving exams on completion of the subject. While exams are important to test how much students have learned, course work can be equally important in providing students with application of theoretical into the real business field. Indeed, DeShields et al., (2005) pointed out that relevance of courses with the real world, course scheduling, projects and cases influence students' positive experience.

Tessema, Ready, Wei-Choun and Yu's (2012)' tried to assess the impact of learning environment concerning the general fulfilment of students. The research aimed at exploring the academic elements that appears to include "curriculum, teaching pedagogy, and student teacher interaction' are a few key factors that contributed to the level of satisfaction by students". Aldosary's (1999), study indicated, "students are satisfied with the academic quality of the institution. According to the researcher, this was because the institution focused hugely in providing chances for students to repetition their field of study". More so, some studies have specified faculty's character and division's willingness as some forecasters of educand's fulfilment" (Grunwald & Peterson, 2003; Thomas & Galambos, 2004).

Tertiary education institutions ought to make sure that, "a safe and secure learning environment to safeguard student satisfaction" (Besuidenhout & De Jager, 2014; Butt & Rehman, 2010; Gibson, 2010). Conducive atmosphere, such as "aspects as psychological well-being of students, social

integration, safety and security, respect for students, sense of belongingness and empathy appears to be of essential”. It was been pointed out by Oldfeld and Baron (2000), “there should be substantial positive interaction between students, teachers, and other staff to provide a supportive learning environment”. Additionally, it was specified that, politeness and genuineness bring about satisfaction without any cost. Shah et al. (2013), discoursed, “students are stimulated to apply in a university where the learning atmosphere is to bring maximum satisfaction”.

Students’ Perception of Fulfilment and/or Satisfaction and Quality of Service Delivery by Non-Academics in Higher Education Institutions

Studies show that value of service by non-academics determines the satisfaction of students. Soutar and McNeil (1996), investigated a study in Australia, which seeks to evaluate the value of provision rendered from the perspective of the customer with the help SERVQUAL model. In the study, 109 students were questioned through a questionnaire from the SERVQUAL instrument. The questionnaire sought to examine workers’ attitudes towards students and their skill to communicate as well as the impact of their system of students, obtainability of parking and the nature if enrolment measures. From the study, it was found that the quality of academic knowledge and communication quality was appropriate at the tertiary level. The study again found out that the SERVQUAL dimension were suitable in explanation of the differences in student’s satisfaction but remarkably it was revealed, not all quality magnitudes were significant to their satisfaction. It came out that, “fulfilment with the teaching service was closely related to dependability

whereas gratification with clerical services was associated with good communication.”

Similarly, Olson (2010), investigated a study using a tool called, “Student’s Satisfaction Inventory (SSI),” using a sample size of 150 to find out the fulfilment of student’s relation towards services rendered by the non-academic. The study mainly concentrated on discovering student’s fulfilment with a culture of the institution, for which students were not satisfied with. Olson (2010), noted “the key variables used in the study were institutional challenges that include student perceptions of tuition fee, campus safety and security, and adequate means for expressing complaints and addressing questions”. An outcome of a study indicated, the learners’ indicated that, they demanded a channel of communication where the policies and procedures could be communicated to. It was also recommended that learners should be given be given more chances to If is given the opportunity to express him/herself, it leads to an effective communication and feedback.

Onditi and Wechuli (2017), also conducted a study that examined service excellence and student satisfaction in universities. The kinds of tools for assessing excellence of service in universities have been debated and momentarily summarised by scholars. The findings of the studies indicated that, there appears to be,” no accord among scholars with the magnitudes that should be used to assess excellence in the universities and hence different proportions of quantify balances have been adopted by different authors”. It was concluded that, “service excellence in higher education has a significant influence on student satisfaction and therefore it was recommended that, higher education institutions should put in place devices in collecting feedback

from students to allow them to determine the quality of services provided”. Feedback should therefore be provided by administrators to the students promptly and timely.

Quinn, Lemay, Larsen and Johnson (2009), undertook a research concerning excellence in universities in Houghton. The component factor analysis was analysed on statistics retrieved from a sample of 333 student. Authorities in quality held the view about “measuring customer satisfaction at an educational establishment might be regarded by educators as one of the greatest challenges of the quality movement” (Cloutier & Richards, 1994, p. 117). The study was about recognising and appraising procedures adopted in preventing the hindrances of quality enhancement in institutions of higher learning. Malik, Danish and Usman (2010), also explored “the impact service quality has on students’ fulfilment with higher education. It was realised , “cooperation, kindness of administrative staff, responsiveness of the educational system plays a major role in determining the satisfaction of studnets”.

Students’ Satisfaction and Excellence of Facilities in Higher Education

Institutions

Several studies conducted on the quality of facilities and how satisfied they are. Baker (199) studied on teacher- studnets relationship in Urban and she studied teacher-student relationship and the association of excellence between the poor, urban, African-American children. Different modes of data collection tools such as, “tutorial room observation, interviews, self-report questionnaires were adopted. Results from the study recommended “perceptions of a caring, supportive relationship with a teacher and a positive

classroom environment were related to school satisfaction by as early as third grade. Different form of behavioural interactions with teachers was noted between students expressing high and low satisfaction with school, although this was not an important contributor to students' satisfaction with school". Outcomes obtained were debated in accordance with the theory that posited, "children's relationships with others as an important variable in learning and in light of contemporary movements within education that stress the importance of relationships in education".

A research by Gruber, Fuß, Voss, and Gläser-Zikuda (2010), which sought in considering the perception of students of services provided at a German university. A novel tool was used in measuring 15 areas of student fulfilment at formal stages, which appears "to cover most aspects of student' life. It was aimed at developing a new evaluation tool as the existing ones seems not to be of standard." A 99-return rate was achieved. A total of 544 students responded to the items in the instrument. The highlighted valuable awareness of by what means learners perceived the excellence of facilities offered at the college. The findings indicate that students' satisfaction is based on a relative sound environment. Thus, it seems to suggests that, "the satisfaction of students seems to reflect quite well perceived quality differences of offered services and of the wider environment. Students were particularly satisfied with the school placements and the atmosphere among students. Students were mostly dissatisfied with the structures".

Lee, Lee, and Yoo (2000), examined a research on perceived factors affecting excellence of service and its association with value obtained. Three (3) service firms which served as participants were interviewed. The results

indicated that, “perceived service quality is an antecedent of satisfaction, rather than the reverse”. Some recommendations were also made.

In line with the above-mentioned studies, Farahmandian, Minavand and Afshardost (2013) also came out with a similar study in Malaysia. It was pointed out that, in universities, scholars seem to be the key stakeholders of colleges. Per se, providing excellence of services and satisfying learners’ needs and their prospects are of essential towards competitive advantage. The results indicated that a higher percentage of educates appears to be fulfilled with the excellence of facilities offered at the colleges. Again, the findings revealed, “the factors of facilities, advisory services, curriculum, and financial assistance and tuition costs appears to have a positive and significant impact on learner’s satisfaction”.

Sukandi (2010), on his part investigated a research study about the association between facilities and student fulfilment in contending by educational facilities. Descriptive design was adopted for the study. The results from the analysis indicated that, there is a positive association between the facilities given by the university and the fulfilment of students. A similar work by Napitupulu et al (2018), on analysing student fulfilment towards the excellence of service facility and also govern the extent to which the quality of services has had effect on their satisfaction. The design adopted was the survey-based questionnaire that measured their awareness and expectancy. The findings from the study revealed that, “there is a disparity between perception and expectancy of respondents.

From the understanding of Davinder and Data (2003), a university to be able to render excellence academic programmes and facilities to students.

They expressed that, “quality of teaching is not only limited to the lectures and notes received in class or advice and guidance given by lecturers during the teaching and learning hours, but it also includes students experience while interacting with the various administrators and components in the university and the physical infrastructure provided by the university”. Karna and Julin (2015), surveyed a study about subordinates and learners’ fulfilment in relation to facilities in university. Outcome of the study revealed that, “core university activities, such as research and teaching facilities, have greater impacts on overall students’ and staff satisfaction than supportive facilities.” Furthermore, it brought to light that, “both academic and students perceive the physical facilities more important than general infrastructures”. Additionally, the study indicated that, “students were satisfied with factors related to comfortable learning environment, public spaces, campus accessibility and staff being satisfied with laboratory and teaching facilities could affect their performances”.

Douglas, Douglas and Barnes (2006), in their study measured students’ satisfaction concerning how facilities influence their satisfaction. It was realised from the study the physical facilities of the colleges are not significantly essential when it comes to educand’ fulfillment but it performs as a major factor of learners’ optimal in selecting colleges. Yusoff, McLeay and Woodruffe-Burto (2015), also acknowledged 12 primary variables, to expressively influence students’ satisfaction in Malaysian university. Issues such as, “comfortable environment, student assessment and learning experiences, classroom environment, lecture and tutorial facilitating goods, textbooks and tuition fees, student support facilities, business procedures,

relationship with the teaching staff, knowledgeable and responsive faculty, staff helpfulness, feedback, and class size were seen as contributing factors that could lead to their satisfaction”.

Chapter Summary

This section of the study dealt with studies concerning study under investigation. Important concepts in the study were explained comprehensively. Literature on concepts like quality, service quality in universities, facility quality and students’ fulfilment, etc. were reviewed. Theories such as the SERVQUAL, Cronin and Taylor’s SERVPERF were also used for the study. Studies that have been conducted over the years on human resource practices and employee retention were reviewed to form the empirical bases for the study.

Generally, the review gave an understanding on predominant issues of undergraduate’ satisfaction and service delivery in universities globally, especially University of Cape Coast, which served as a gap of the study. The expectancy -disconcertment paradigm by Zeithaml (1981), was used for the study. However, it is of notice to the fact that universities are primary service organisation and students as their customers, which the university management and staff seeks to satisfy. Literature reviewed indicated that, the integration of service quality in universities may result in quality education. The conceptual description (model) was designed to conceptualise constructs and its objectives. The next chapter talked about the various methods adopted for the study.

Conceptual Framework of the Study

“Satisfaction appears to be the key building block which will be able to retain students in reference to institutions of higher learning” In reference to the author’s framework Tinto’s Model 1975 was adapted and revised. Tinto’s Model was relevant in explaining Service Quality Delivery and Student’s satisfaction. Tinto’s Model factored out 3 areas in an educational setting which included academic service, administrative service and physical evidence. Two categories of variables were adopted to guide the framework for this study - the dependent and independent variables. The dependent construct in this case are the satisfaction/or fulfilment and happens to be the outcome of the autonomous variable (ie, Service Quality Delivery). That is, students become satisfied when the service rendered to them are of good quality. Thus, to determine the service quality delivery of student, three independent variables determinants would indicate whether or not students were satisfied or not.

The dimension of independent variable was the Teaching and Learning process, Administrative Service and Institutional facilities. Academic aspect as the first independent variable consisted of lecturer’s effectiveness in teaching, lecturer’s ability to keep updated curriculum, lecturer’s relationship with students and materials used for course delivery. Again, the second independent variable which is administrative service consisted of the academic policies, concerns for students needs and administrative relationship with the students. Lastly, Institutional facilities, which include the campus atmosphere for academic activities, the accessibility of lecture rooms and availability of academic facilities such as internet, projector, various labs and libraries. The

major components of the overall conceptual framework are summarized in fig

1.

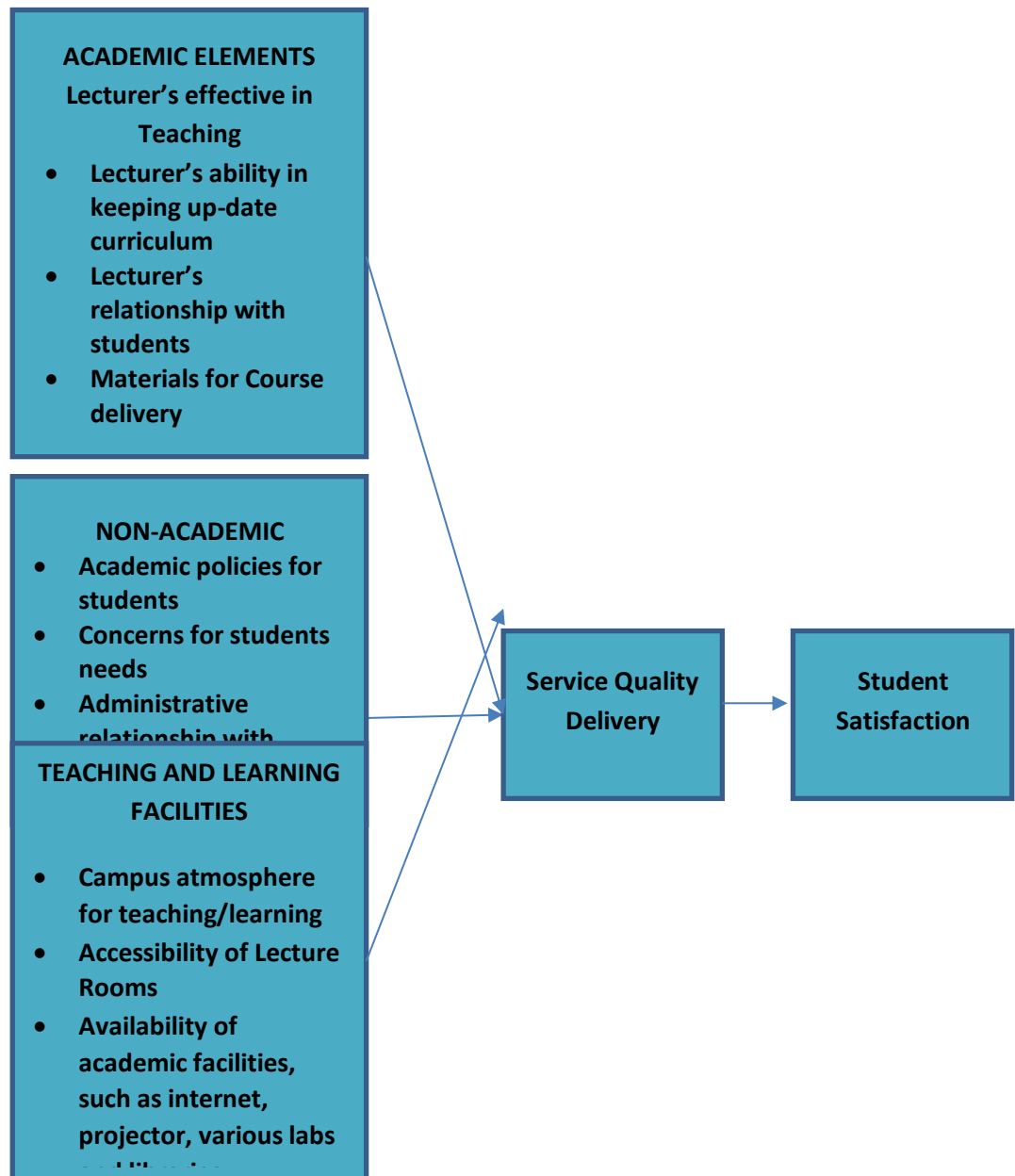


Figure 1: Service Quality Delivery and Student's Satisfaction (Reacher's Own Construct, 2019).

CHAPTER THREE

RESEARCH METHODS

Introduction

The current study sought to examine the quality of service delivery and students' satisfaction in higher institutions. This chapter of the study presents the procedures and techniques used in conducting the investigation. The first section deals with the research design, and the second aspect focused on the population, and sampling procedure. The third section covers the data collection instrument(s) while the fourth section dealt with how the data was collected and issues relating to ethics were considered. The last section covers how data was be processed and analysed. It also outlined themes such as, the research design, population, sampling procedure, data collection procedure, instruments, validity of instrument, and lastly how data was analysed. The chapter ends with a summary.

Research Design

The quantitative cross-sectional research survey was adopted for the study. The reason being that, it sought to collect and/or retrieve the necessary data within a setting. Quantitative research survey was used adopted. The rationale being that, the study intends to deal with large sample population size. Thus, data Was collected on only one occasion with the respondents rather than with same respondents at several times (LoBiondo-Wood & Haber, 2010). A quantitative method, which is measurable and mostly about observable and measurable phenomena involving people, events or things, which in this case, involves students. A quantitative method in the form of the descriptive survey design was adopted for the study.

The descriptive survey employed in addressing the purpose of the study was the descriptive survey. Descriptive survey design according to Polit, Beck and Hungler (2001), is very appropriate in presenting findings based on descriptions and not necessarily manipulating variables. It is viable in reporting on existing trends of phenomenon and descriptions of variables chosen to be studied. Descriptive research attempts “to collect data for testing hypothesis or answering questions concerning the current status of the subjects of the study and reports the way things are” (Gay, 1996). With the descriptive study, “the phenomenon being measured is measured as it is without interference” (Singh, 2007). Frankel and Wallen (2000), explained by stating that, “obtaining answers from a large group of people to a set of carefully designed and administered question, lies at the heart of survey research” (p.17). Also, since the study concerns service quality delivery and student’s satisfaction in universities, the descriptive survey helped the researcher in finding out opinions and attitudes concerning educational variables and issues (Pandey, 2005).

There are however, some weaknesses connected with the chosen design for the study. For example, Frankel and Wallen (2000) noted, “that there is the difficulty of ensuring that the questions to be answered with the descriptive design are clear and not misleading because survey results can vary significantly depending on the exact wording of the questions”. It is likely to produce unreliable outcomes for it appears to probe into individual issues that participants may not be frank and honest with. For example, with the respondents being students, they may feel the study would expose them. But measures were put in place to convince them. For instance, the reason for

the study was explained to them, highlighting the importance of the study to them as customers who enjoy the services of the university. Frankel and Wallen further maintained that, “questionnaires respondents who can analysis issues and put their opinions well and sometimes even put such thoughts in writing”. The inability of getting a sufficient number of completed questionnaires in order to obtain meaningful analysis is another weakness of the descriptive study. Despite its strength and weaknesses, the descriptive design was used for the study because it is one of the most appropriate designs which could lead to the drawing meaningful summary from the study. Hence, other research designs such as correlation or evaluation method, experimentation or quasi-experimentation method or design were not applicable to the study.

Population

For the research, the population study consisted all the level three hundred (300) education students of the 2019-2020 academic semester. The accessible population was however 717 level 300 business education students from the Faculty of Humanities and Social Sciences. The reason was because they have gained enough educational experience and have benefited from a number of services provided by the university. The distribution of population is shown in Table 1.

Table 1: Population Distribution of Respondents (Students)

Programme	Males	Male (%)	Females	Females (%)	Total
B.Ed. (MGT)	297	75	99	25	396
B.Ed. (ACCT)	204	64	117	36	321
Total	501	139	216	61	717

Source: SRMIS, 2019, UCC

Sampling Procedure

The selection of the respondents out of the total population of business education students was done by using Miller and Brewer (2003) mathematical formula for calculating sample size (n) based on a given population size as defined below:

$$n = \frac{N}{1 + N(e)^2}, \text{ where } N = \text{population size and } e = \text{sampling error (.05).}$$

This formula was adopted because researchers such as Fosu and Poku (2014) adopted it in their study and it has tested to be valid and reliable.

The simple random sampling, in the form of table of random numbers (TRN) was used in selecting the respondents from the various programmes. This sampling chosen technique gave “every member in the population an equivalent and autonomous chance of being included in the sample” (Uwakwe, 2006; Divakar, 2015). The sampling of respondents was done at 3 stages. Firstly, the students were put into two main strata based on their field of study, making the B.Ed. management students and B.Ed. Accounting students. The sample was then chosen with the help of the proportionate stratified sampling. The sample size for B.Ed. Management stratum, was 221 and that of the B.Ed. Accounting was 179, giving a total sample size of 400 level 300 business education students. This was computed as follows:

Table 2: $(396/717 * 400 = 220.90)$ for B. ed Management (sample size)

Table2: $297/396 * 100 = 75\%$

Next, the business education students were placed into four strata based on their sex, with the help of the proportional random sample. Individually stratum was then applied based on a relative percentage from each stratum to determine the number of males and females to be selected from each field. Table 2 defines the sample size of respondents according to programme of study and gender.

Table 2: Sample Size Distribution of Respondents (Business Education Students)

Programme	Sample Size sect.	Males (%)	Females (%)
B.Ed. (MGT)	221	166 (75%)	55 (25%)
B.Ed. (ACCT)	179	115 (64%)	64 (36%)
Total	400	281 (139%)	119 (61%)

Source: SRMIS, 2019, UCC

Finally, the simple random sampling, precisely the lottery method was used in selecting the sample unit for the student. This was to ensure equal and independent chance of respondents of being chosen for the study. The procedure began before the main collection, after retrieving the list of class of programme from the Student Records and Management Information System (SRMIS), UCC. Numbers assigned to the males and females in each programme and then written on a piece of paper by the help some teaching assistants. The males in the various programmes were placed in a basket. Each paper was selected and with replacement the basket. This was carried out until till the required sample size was obtained.

Data Collection Instrument

A personal-developed questionnaire in a structured form was constructed in line with the objectives (See Appendix A). This was as a result to the educational background of the study respondents. This was used because it was found to be convenient, suitable and easy to analyse and easy to respond to (Cohen, Manion & Morrison, 2007). “The questionnaire also requires subjects who may appear to “articulate their thoughts well and sometimes even put them in writing” (Seifert & Hoffnung, 1991). It was adopted because it serves as a much quicker means of collecting data from a pool of population, and in this case, the students.

More so, the use of a self-administered questionnaire is advantageous because it can minimise social desirability and biases or errors that are associated with interviews. Unlike interviews, questionnaires appear not to be affected by problems of “no-contacts” (Ary, Jacobs, Rasavieh & Sorensen, 2006; Sarantokos, 1998). “The questionnaire also requires subject who can articulate their thoughts well and sometimes even put such thoughts in writing” (Seifert & Hoffnung as cited in Babie, 2007). The use of questionnaire is also stemmed from the fact that it is the best method by which reliable information can be obtained in a research of this kind; where the variable under investigation requires statement of fact and high level of confidentiality (Mugenda & Mugenda, 2003).

In the view of Bourdon, Goodman, Simpson and Korets (2005), the use of questionnaire has good acceptability, quick response, consistency, and easy to conduct. It is also found to be convenient, suitable and easy to analyse and easy to respond to (Cohen et al., 2007). McMillan and Schumacher (2001),

mentioned the use of a questionnaire if he knows that its participants are able to read, understand and reply to it. Having undergraduate students as my respondents, they would be able to read, and analyse the questionnaires based on their own understanding, because of their background. Questionnaire also allows for the “retrieving of both subjective and objective data in a large sample of the study population in order to obtain results that are statistically significant especially there are limited and inadequate resources” (Abawi, 2013). This instrument, according to Abawi (2013), presents respondents with a number of prompts of which they are expected to respond to. Despite the strengths and weaknesses of the questionnaire, the questionnaire was deemed best in addressing the problem concerning the study.

McBurney (2007), gave two basic categories of questionnaires as close-ended and open-ended questions. The questionnaire items were grouped into four sections with the initial part dealing with the background information of the respondents such as age, sex, programme of study and so forth, and the rest of sections catering for each of the research questions. Apart from demographic background data of respondents, which was a mixture of open and closed ended questions, the rest of the statements were derived based on the purpose of the study.

A four-section questionnaire was designed and constructed by the researcher. The items were made up of closed-ended and some open-ended ones. A 5-point Likert scale structured questionnaire that ranges from “Not AT all to (NAA) to a Very High Extent (VHE)” was developed with the help of some experts from management, education and research methods and also based on literature. The unipolar scale was used as a scale of measurement.

The Likert scale, according to Copper & Schindler (2001), is a scaling technique where a large number of items that are statements of belief or intentions are generated. Again, the choice of the Likert scale is that, they are ideal in capturing attitude, opinions and feedback (Kronick & Presser, 2010). In this case, the opinions of business education students were sought concerning service quality delivery in higher institutions. The Likert scale is also easy to complete by respondents and thus avoid survey fatigue. Section A of the questionnaire consists of 3 items requesting data on respondent's background. The items in this section include gender, age, programme of students, etc. the rest of the section was in accordance with the purpose of the study. Sections B, C and D, however, contained of 10, 10 and 11 items respectively based on the objectives of the study. Students were asked to respond by ticking or circling the response level of opinion vis-à-vis statements items in the questionnaire. The conceptual and empirical literatures guided the foundation upon which the items in the questionnaire was designed and used for data collection.

Data Collection Procedure

The data collection was personally done by the researcher. The instruments were administered to a group of students who completed it at the same time. "This is to help maximise the number of completed questionnaires and allowing the researcher to clarify any possible confusion about the instrument" (Polit & Hungler, 1996). Prior data collection, the researcher presented copies of letter of acceptance taken from the Head of Department, Department of Management, Collège of Humanities and legal studies, University of Cape Coast to the respondents and the departments and

programmes lecturers concerned in the study. This was to help create rapport between the investigator and the respondents.

Before the main data collection, the researcher presented copies of the introductory letter to the departments and the respondents and the lecturers for access. (Appendix C) This paved the way for the researcher to give advance notice to the respondents concerning the purpose and significance of the study. Upon arrival at various lecture theatres, the researcher personally hand-delivered copy of the questionnaire to the respondents with the help of some service personnel. The merit is concluded by Osuala (1982), who expressed that that, “the researcher has the opportunity to brief respondents to understand exactly what the items mean so as to obtain the right responses”. Instructions were given concerning how to complete the questionnaire and returned through the various course representatives.

Data collation was carried out from 2nd to 18th of October, 2019 by the researcher with the assistance of some service personnel. Four hundred questionnaires were sent out to the respondents. However, 355 questionnaires were answered, and retrieved from the respondents, giving a response rate of 89%, which indicate a good return rate for study as this. The acceptable response rate for survey studies should be above 50% (Baruch, & Holtom, 2008). Therefore, having a response rate of above 50% is an indication that, the procedure for the collection of data was well followed.

Validation of Instrument

” Validity is the degree to which the study accurately reflects what it intends to measure “(LoBiondo-Wood & Haber, 2010). If the questionnaire is able to measure the parameters of the research topic, then the questionnaire

will be considered as a valid one. Validity of the study was established by safeguarding that the items in the questionnaire covered all the objectives of the study. Validity was mainly measured by my supervisor and some experts in education and management research. This helped remove all ambiguous variables and wrongly quoted items to guard against difficulty in responding to items.

Corrections and suggestions from the experts were also used to make modifications in some items in the questionnaire. Moreover, these experts and other experienced researchers examined the content of the instruments to remove ambiguities, mechanical problems and irrelevant items from the devices. Briefly, the intent of validating the instrument is to discover possible inadequacies, ambiguities and problems associated with the instruments (Sarantakos, 2005). This helped the researcher make the necessary corrections before the actual data collection. For example, with the Likert scale, it was changed from “Little Extent to a High Extent and Great Extent to a Very High” for all. In addition, some of the items were altered to measure the validity of the instrument.

Furthermore, some of the items in the questionnaire were reduced and modified. The results were analysed to determine how the reliable the instrument was, which gave a Cronbach alpha reliability coefficient of .0986 (See Appendix B). This, according to Cohen, Manion and Morrison (2018), is an indication that the instrument was very highly reliable. It also provided the impression that there was a high average correlation among all the items. Furthermore, George and Mallery (2003), outlined a rule of thumb such as; {“>.9 =excellent,” >.8=good,” >.7=acceptable, >.6=questionable, >.5=poor

and $<.5=\text{unacceptable}\}$ ” (p.231). Hence, from George and Mallery’s rule of thumb, it was an indication that Cronbach alpha coefficient is excellent and indicates a good inner reliability of the items in the scale.

With regards to pilot-test study, total of 20 Social Sciences students were used as respondents for the study. This is because they hold similar homogenous characteristics as the Business Education Students. Those who have to take part in the field test must have characteristics similar to the study participants (Ary, Razavieh & Sorensen, 2006). Pre-testing the instruments allowed the appropriateness of the items to be determined. Data collected from the pre-test was analysed with the help of the SPSS software, giving a Cronbach reliability coefficient of 0.986, which shows an excellent scale among the items.

Ethical Consideration

Researchers embarking on a research studies seek permission from institutions, organisations, key individuals within organisation, and participants who will provide their own data or representative (Creswell & Plano Clark, 2011). A covering letter was added to the instrument to provide participant with the necessary information needed to respond to the items.

From Northway (2002), “all aspects of any study have ethical implications”. From Flick (2014), he explained that, “issues of ethics are very necessary in research and more especially in social sciences”. Flick contended that, “researchers need to follow laid-down standards in order to regulate and manage the relationships between the researcher and the research to prevent any harm that is likely to befall participants directly or indirectly”.

Additionally, ethics has to do with considering the means and manner useful for protecting those who take part in the study of this nature, whenever it is deemed fit. Josselson (2007), expressed that, “interpersonal ethics require attention for the dignity, privacy, and well-being of those who are studied, the process of data collection, analyses and reporting”. To Northway (2002), he expressed that, all parts of any investigation should consider its ethical consequences”. Flick (2014), opined that, “issues of ethics are very essential in research and more especially in social sciences”. “He contends that researchers need to follow some laid down codes of ethics in order to regulate and manage the relationships between the researcher and the research to prevent any harm that is likely to affect participants in any way”.

Respondents were informed that they have the choice to either refuse participation at any time from the study if they desire to. Verbal permission was sought from the respondents before being allowed to participate in the study. Confidentiality and anonymity were adhered to by making sure that respondents’ identities were not part of the items on the questionnaire. In addition, respondents were assured that there would be no hazards involved in the study and that information obtained would not in any way be linked to their identity. This safeguarded the privileges of the respondents to be anonymous. Information gathered from respondents were strictly used for research purposes. In terms of Scientific honesty, all ideas, sources and works of others for the literature were also be acknowledged as means of ethical consideration (Burns & Groove, 2009).

Data Processing and Analysis

In an attempt to provide interpretations and analysis to data gathered, the closed-ended questionnaire items were statistically analysed descriptively with the help of the Statistical Product and Service Solutions (SPSS) (v.20). Descriptive statistics and an inferential statistic (such as; Frequency, percentages, means distribution and standard deviations and simple regression analysis) were used to simplify data for analysis and show its distribution. Descriptive statistics summaries data to allow researchers to better understand the data trends (Teddlie & Tashkkari, 2008). In addition, the usage of descriptive statistics is necessitated by the fact that it describes the data in a manner that is simple and understandable, hence its choice. Afterwards, data collected were checked, edited, coded and statistically analysed with descriptive statistics based on the various research questions that guides research. The coding of the questionnaire was done based a 4-point Likert scale as follows:

“Not at all =1”, low extent =2”, moderate extent=3”, high extent =4”, and very high extent=5”. The demographic variables in the questionnaire such as age, sex, etc. were however, analysed using frequencies and percentages to explain the implications. Research questions 1, 2 and 3 were analysed using means distributions and standard deviations. Research question 4 which was required to determine the relationship between the quality of service delivery and customer satisfaction was analysed using the simple linear regression since the variables were not manipulated or there was be no cause and effect among the constructs.

Responses to the items concerning the research question one to three were analysed using means distribution and standard deviations. Finally, in answering the question how the quality of service delivery in universities could be enhanced bring about satisfaction among the business education students in the university was analysed using the thematic approach. Thematic data analysis according to Kusi (2012), is an “analytical strategy that requires the researcher to organise or prepare the data, immerse himself in and transcribe the data, generate themes and code the data and describe them”. Out of the 400 questionnaire that was sent to the respondents, 355 were retrieved and therefore had to be used for the data analysis, giving an 89% return rate, giving an indication that, the return rate is good.

Also, Manen (1990), added that, “this method requires reading and re-reading transcripts to identify statements and phrases that reveal what the students’ experiences are like”. Evolving themes were emphasised and coded using either key words or words emanating from that statement. As themes reoccur, or become common amongst respondents’ recall of their experiences, essential or main themes were established in order for a meaning to be grasped of respondents. The summary or synopsis of data analysis is depicted in Table 3.

Chapter Summary

This chapter explains the methodology adopted for the study. The current study adopted the cross-sectional survey with the descriptive survey design with Business Education (Level 300) as the target population for the study. The stage method was used in selecting the sample size for the study. The main research tool for “data collection” was a self-developed

questionnaire. Ethical consideration as research demands was also observed. The statistical tool for the analysis was the descriptive and the inferential. to make meaningful interpretations of results.

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The main purpose of the research was to examine service quality delivery and students' satisfaction in universities. The chapter consists of the results and discussion of data collected from the respondents. The descriptive survey method was employed for the study. The outcome of the study is presented in tables for simplicity. Frequencies, percentages, mean and standard deviation were the main analytical techniques employed in the presentation of the results. The presentation of the results is done in two parts, namely; presentation of the results of respondents' demographic information and results of the main findings to address the research questions.

Characteristics of Respondents

Section A of the questionnaire attempted to find out the demographic characteristics of respondents involved in the study. Variables such as sex, age, and their programme of study were considered. Data collected from respondents were analysed with the help of descriptive statistical tools such as the frequencies and percentages. Table 3 shows the results of the demographic characteristics of respondents for the study.

Table 3: Demographic Information of Students

Variable	Sub scale	no.	%
Gender	Male	205	57.7
	Female	150	42.3
Age (in years)	< 25 years	284	80.0
	25- 30	59	16.6
	Above 30 years	12	3.4
Programme	B. Ed Management	185	52.1
	B. Ed Accounting	170	47.9
Total		355	100.0

Source: Field Data, Anhwere (2019)

From the analysis of Table 3, it could be realised that, out of the 355 respondents of the study, 205(57.7%) of them were males while 150(42.3%) were females. It can be deduced from this that, the result in terms sex of respondents involved in the study gives the impression that male students' opinion regarding the study is likely to dominate that of the opposite sex. This presupposes that the findings arrived at in this study are predominantly male-dominated opinions. It could suggest that male education seems to be satisfied with the nature of service delivery by the institution to the three variables as compared to female counterparts.

Moreover, in terms of age, 284(80.0%) of respondents were below the ages of 25 years, few 59(16.6%) were between the ages of 25-30 years and a handful 12(3.4%) were 30 years and above. Results from Table 3 further revealed that 185(52.1%) of the respondents were studying B.Ed. Management, this was followed by 170(47.9%) of respondents who were studying B.Ed. Accounting. This seems to suggest that, majority of the respondents were Management students and their responses were based on the knowledge they have gained over the years. Hence, soliciting their opinions

with regards to the study was appropriate. It would also suggest that in terms of the quality of service delivered, the management students' population appears to over cedes their counterpart.

Discussion of Main Results

This part of the study covers the main findings. The results were organised and discussed in accordance with the research questions. Descriptive statistics such as means and standard deviations were used in analysing the data from respondents.

Research Question One: What is the level of satisfaction of quality of service delivery in terms academic among the students of the university of Cape Coast?

The first question aims to examine the extent of the level of satisfaction of quality of service delivery in relation to academic aspects among students of the University of Cape Coast. Mean with standard deviation were the tools used to analyse the data. The results have been summarised in Table 4. It is scaled from 1-5. The scale of measurement was nominal scale, used to measure the likert scale. The standard mean was set at 3. This shows that a mean above the standard mean shows a positive respond to the statement and a mean below it indicates a negative response to the statement. The standard mean was obtained by finding the average of the scale that is addition of the numbers on the scale and dividing it by 5. Table 5 shows the depicts the results from the study.

Table 4: Extent of Level of Satisfaction of Quality of Service Delivery in Terms of Academic Aspects among Business Education Students

Statement	Mean	SD
The lecturers /academic staffs have appropriate academic credentials	3.83	0.93
Instructors communicators effectively during the process of teaching	3.90	0.86
The instructors have knowledge of my learning needs	3.08	1.09
Instructors are approachable display a friendly demeanour during teaching and learning process	3.70	0.94
Instructors shows students with respect	3.74	0.93
Instructors are responsiveness when I have difficulty in understanding a concept	3.44	1.02
Feedback is provided on time by lecturers	3.59	0.98
Curriculum is likely to prepare me meet the tasks of the 21st century and meet market requirement	3.33	1.02
The materials associated with course delivery are of quality and relevant	3.52	1.01
My instructors evaluate me correctly	3.59	1.01
Average	3.57	

Source: Field Data, Anhwere (2019)

Mean Range: Not at all= (1.00- 1.80); Little Extent= (1.81- 2.60); Moderate Extent= (2.61- 3.60); High Extent= (3.61- 4.20); Very High Extent= (4.21- 5.00)

From the results in Table 4, it could be seen that, the extent of students of the satisfaction of quality of service delivery regarding the academic aspects is to a moderate extent (M =3.57, Sd =0.97) against the standard mean of 3.0. The responses from the statements indicate that respondents are moderately satisfied about the quality of services delivered in terms of academics among students of the University of Cape Coast. The result in Table 5 shows that respondents are highly satisfied with the academic credentials of lecturers/academic staffs (M =3.83, Sd =0.93). This shows that lecturers are in the right capacity of helping students in achieving their goals and objectives. Furthermore, results from Table 5 indicates that students are highly satisfied with the statement that “the lecturers are effective

communicators during the process of lecturing” with a mean of (M=3.90, Sd =0.86). Additionally, students were highly satisfied that instructors are friendly and display a friendly behaviour during teaching and learning process with a mean of (M=3.70, Sd =0.94) which is greater than the standard mean of 3.0.

However, students were moderately satisfied with instructors providing feedback on time (M=3.70, Sd =0.94). In addition, the students were moderately satisfied that; the curriculum prepared was likely in meeting the challenges of the current market requirement (M=3.33, Sd =1.02). This means that students were of the view that considering the nature of the curriculum it is likely enough to help them adjust to the nature of jobs and also, they would be able to provide as expected at the job field. This is in line with the findings of Purgailis and Zaksa, (2012), who found out that, the most essential factor in the provision of academic process are the “academic staffs that translate their expertise, subject matter, teaching methods, acquired skills and readiness for the labour market”. They further revealed how students seem to express their satisfaction towards the quality of the content. The curriculum seems not to be limited to classroom, but also learning from the textbooks and the use of examinations towards the completion of a study. Whereas examinations is important to test how much students have learned, course work can be equally important in providing students with the application of theoretical into the practical field. The finding is again in support of Fredrickson (2012), who in his study concedes that “when the curriculum is challenging, students perceive positive service quality and thereby gaining satisfaction in turn”. In as much as students want the best from lecturers in relation to feedback being provided on time, they are also interested in being evaluated correctly. This disparity is

supported by the fact that students agreed ($M=3.59$, $Sd =1.01$) that they are moderately satisfied with how instructors evaluate them.

This seems to imply that students are in one way or the other satisfied with the level of service delivery in relation to academics. The results of findings from Table 4 indicates that, the students are highly happy with the level of quality of service delivery in terms of academic aspects in relation to: the credentials of lecturers/academic staff; lecturers communicating effectively during the process of lecturing; instructors being approachable and displaying a friendly demeanour during teaching and learning process and those instructors treat students with respect. Additionally, students are moderately satisfied with: instructors being aware of their learning needs; instructors providing feedback on time; curriculum meeting the challenges of the present market requirement and finally evaluation made by instructors.

This is in consistent with Wilkins and Balakrishnan (2013)'s study who found that, "quality of lecturers, quality and availability of resources, effective use of technology, lecturers communicating effectively during lectures, instructors being aware of student's needs, instructors respecting students, instructors having empathy when students are having difficulty, providing feedback and evaluating students correctly have significant influence on students' satisfaction." Again, the results confirm previous study by Garcl a-Aracil (2009) who found that, "student satisfaction across different European Countries was relatively stable despite the differences in education systems. The study further realised that contacts with fellow students, course content, learning equipment, stocking of libraries, teaching quality and

teaching/learning materials have significant influence on the students' satisfaction".

Research Question Two: What is the level of extent of satisfaction of quality of service delivery in terms of non-academic among business education students of the University of Cape Coast?

The second research seeks to find the extent of satisfaction of quality of service delivery in relation to non-academic among business education students of the University of Cape Coast. Means and standard deviations were used to analyse the data. The results are summarised in Table 6. It is scaled from 1-5. The scale of measurement used was the nominal scale. The standard mean was set at 3. This shows that a mean above the standard mean shows a positive respond to the statement and a mean below it indicates a negative response to the statement. The standard mean was obtained by finding the average of the scale that is addition of the numbers on the scale and dividing it by 5. The summary of results is demonstrated in Table 6.

Table 5: Extent of Level of Satisfaction of Quality of Service Delivery in Terms of Non-Academic among Business Education Students

Statement	Mean	SD
There is a variation of scholarships available for deserving student	2.59	1.22
Tuition fees are more competitive with other universities.	3.27	1.03
Registration is timely	3.33	1.19
I am guaranteed of assist and support with academic problem	3.28	1.02
admiration offices keep its records accurately and retrievable	3.65	0.95
It is easy to lodge complaints to improve the system of university operation	2.72	1.08
Authorities are proactive to student complaints	2.75	1.08
Student senates have access to information on concerns	3.21	1.44
Administration staff exhibit positive work attitude towards students	3.21	1.44
Average	2.78	

Source: Field Data, Anhwere (2019)

Mean Range: Not at all= “(1.00- 1.80); Little Extent= (1.81- 2.60); Moderate Extent= (2.61- 3.60); High Extent= (3.61- 4.20); Very High Extent= (4.21- 5.00)”

The outcome of the analysis as depicted in Table 5 clearly indicates that, “the students were moderately satisfied with the quality of service delivery in terms of non-academic aspects among business education students” (M=2.78, Sd =1.01). The response to the statements indicates that students gain a little level of satisfaction with service delivery in terms of non-academic aspects in relation to variety of scholarships available for deserving students (M=2.59, Sd =1.22). This seems to imply that, there are limited scholarship opportunities for brilliant students to have access to in pursuing their education. Interestingly, students indicated that they were moderately satisfied with tuition fees as compared with other similar education institutions with a mean of (M=3.17, Sd =0.93). This shows that students comparing their tuition to other institutions indicate that, the fees are somewhat competitive. Furthermore, the response to statements in Table 5 reveals that, students are

moderately satisfied with the student registration period occurring within a reasonable period of time ($M= 3.33$, $Sd =1.19$). Moreover, it came up that, “students are moderately satisfied with the support and assistance given in dealing with academic problems with” ($M= 3.28$, $Sd =1.02$). It indicates that students agreed to the statement that, they are certain of assistance and support in dealing with performance problem. Especially, students seem to be given support in registration of courses and that academic counsellors are available for students to visit to help them in dealing with both academic and social issues.

Students again indicated that, “management take action with regard to student grievances” with ($M=2.75$, $Sd =1.08$). Again, they indicated that they were moderately satisfied with how administration staff exhibit positive work attitude towards students and also students’ representatives having contact to managers on student issues and concerns with a mean of ($M=3.21$, $Sd =1.44$) respectively. Consequently, to the findings so far, majority ($M=3.65$, $Sd =0.95$) of the students agreed that they have admiration for offices in keeping records accurately and are easily retrievable. This undoubtedly shows that students are highly satisfied with how the offices keep their records and also that they do not face much problem in retrieving them anytime.

This seems to suggest that, students, in one way or the other are moderately satisfied with the level of quality of service delivery in relation to non-academic aspects. It could be seen from Table 5 that; students are not satisfied with: the diversity of scholarships in place for deserving student. More so, students are moderately satisfied with: academic fees being competitive with other stakeholders; students’ timely registration, keeping of

records; authorities taking action with students' complaints and giving students representation to have contact with administrators on students' issues and concerns. This finding seems to be grounded in literature as some scholars (Olson, 2010; Soutar & McNeil, 1996; Quinn, Lemay, Larsen & Johnson, 2009; Onditi & Wechuli, 2017; Nausheen Alvi, Munir & Anwar, 2013; Cloutier & Richards, 1994; Malik, Danish & Usman, 2010) contend that, the major variables adopted for the study include "institutional challenges, student opinions of tuition fee, campus protection and security, and adequate means for expressing complaints in addressing issues. Students' feedback enables them to determine the service quality dimensions of interest to their needs so that they can make the necessary improvements on the relevant service quality dimensions. Feedback should therefore, be time bound. It is, therefore, important for one to note that the institution, empathy of administrators and proactiveness of the educational system plays a vital role in determining students' satisfaction.

Research Question Three: What is the extent of level of satisfaction of quality of service delivery in terms of facilities among students of the University of Cape Coast?

Research question, 3 sought to examine the extent of level of satisfaction of quality of service delivery in terms of facilities among students of the University of Cape Coast. Means and standard deviations were used to analyse the data. The results have been summarised below. It is scaled from 1-5. The nominal scale of measurement was used to measure the likert scale. The standard mean was set at 3. This shows that a mean above the standard mean shows a positive respond to the statement and a mean below it indicates

a negative response to the statement. The standard mean was obtained by finding the average of the scale that is addition of the numbers on the scale and dividing it by 5. The outcomes are shown in Table 6.

Table 6: Extent of Level of Satisfaction of Quality of Service Delivery in Terms of Facilities among Business Education Students

Statement	Mean	SD
Campus atmosphere is conducive to teaching/learning	3.30	1.12
Lecture rooms are clean and tidy	3.14	1.09
I feel physically secure anywhere on the campus	2.75	1.12
Computer labs are opened during suitable hours	3.35	1.84
Computers in the lab generally work well and properly maintained	3.11	1.10
The university provides computer training for all Interested students	2.82	1.22
Uni library is equipped with up-to-date books and other library resources	2.98	1.10
Health services provided by the university are adequate and necessary	3.11	1.97
Library hours of operation meet my needs	3.54	1.08
The university provides support for student organisations and social events	3.04	1.08
The university has neat and well stocked library facilities	3.55	1.12
Average	3.46	

Source: Field Data, Anhwere (2019)

Mean Range: Not at all= (1.00- 1.80); Little Extent= (1.81- 2.60); Moderate Extent= (2.61- 3.60); High Extent= (3.61- 4.20); Very High Extent= (4.21- 5.00)

Results obtained from Table 6 indicate that “students were moderately satisfied with the kind of quality of service delivery in relation to facilities” with the average mean of 3.46. With respect to the campus atmosphere being conducive for teaching and learning, students indicated that they were moderately satisfied, (M=3.30, Sd =1.12) was obtained when students were

asked about the conduciveness of the campus. Judging from the statement made by Gruber, Fuß, Voss, and Gläser-Sikuda (2010) concerning the role that the schools should play in the life of students, in terms of school atmosphere then it will make its users comfortable and easy to learn and improve them. Thus, the satisfactions students received from the institution of seems to reflect in their behaviour. Moreover, it was identified that students are moderately satisfied with the lecturer's room being clean and tidy up with" (M = 3.14, Sd = 1.09).

Away from the aforementioned, respondents pointed out that they are moderately satisfied with feeling secure anywhere on campus (M= 2.75, Sd= 1.12). On the Issue of the question whether the institution's library is stocked with current materials, a significant number of respondents indicated that they are moderately satisfied with the books at the library with (M = 2.98, Sd= 1.10). This is in the line with Sukandi (2010) who stated that user satisfaction may be attributed to the level of perceived quality that meets users' anticipation in relation to the how the library equipped with books and other stationaries. Also, respondents were moderately pleased with the health services provided by the university" (M = 3.11, Sd= 1.97). Pertaining to the library hours operation (M = 3.54, Std. Dev = 1.08) was obtained from analysis of the data. This clearly indicates that students are moderately satisfied. In the same vein, students were moderately satisfied with the university having neat and well stocked library facilities. This is reflected in their consistent innovations to make students who use the Library feel happy in using the facilities provided.

The result is in congruence with a study conducted by Julin (2015), revealing the key mandate of the university, such as research and teaching, facilities and staff support appears to influence on their satisfaction. In addition, it was realised that the academic and students perceived or sees physical facilities are more essential than general infrastructures for which library facilities appears to the best explanatory factor of overall satisfaction. In furtherance, results from Table 7 indicate that students are satisfied with the factors related to the environment. However, a study by Douglas, Douglas and Barnes (2006), appears to contradict the findings by stating that, “physical facilities of university are not significantly important with regards to students’ satisfaction but it works as key determinant of students’ choice in selecting universities”. The findings are also in congruence with a research undertaken by Yusoff, McLeay and Woodruffe-Burto (2015) which brought to light that, factors such as professional comfortability, classroom environment, good text books, quality of teaching staff, and so forth have significant impact on the satisfaction of students which appears to be the key of every organization.

Research Question Four: What is the relationship between quality of service delivery in terms of academics and service delivery in terms of non-academics among business education students of the University of Cape Coast?

The fourth substantive question of the study attempted to find out the kind of relationship that exists between quality of service delivered in relating to academics and non-academics. To determine the relationship that exists among the variables, a simple correlation coefficient, Pearson r, with the help

of SPSS was conducted. The results among the variables are presented in Table 7.

Table 7: Relationship between Non- Academic Satisfaction and Academic Satisfaction in Relation to the Quality of Service Delivery

Variables	Academic satisfaction	
	Correlation coefficient (r)	P-value
Non-Academic Satisfaction	.54	.00

Source: Field Data, Anhwere (2019) p<0.5 n = 355

Form Table 7, it could be observed that, there exist a statistically significant positive moderate association between academic satisfaction and non- academic satisfaction of business education students ($r = .54, n = 355, p < .001$). Using Gravetter and Forsano (2006)’s suggestion for interpreting, the association between non-academic and academic satisfaction was strong. The result implies a direct relationship between academic satisfaction and non-academic satisfaction of students. That is, as academic satisfaction increases, it affects the non-academic aspect. The findings support the results of Dhaqane and Afrah (2016) who posited that, there is a direct relationship between academic and non-academic aspects of quality service delivery and that the more one increases directly affect the other.

The findings confirm a study by Hassani and Aghdasi (2014)’s that examined the relationship existing between academic performance and student’s fulfilment. This, according to Ali and Ahmed (2011), is “the essential factors for determining students’ satisfaction in distance education can be determined from his level of pleasure as well as the effectiveness of the education that the student experiences”. To this esteem, the satisfaction of

students could be recognised as the means of desire in achieving a planned goal in terms of quality.

Research Question Five: Way(s) of Improving Service Quality and Students Satisfaction

As a backup data to research question 3, the last part of the questionnaire requested respondents to suggest some recommendation (s) concerning how the quality of service delivery could be improved in higher institutions. Specifically, they (students) were to respond to the item in writing since it was an open-ended. For easy analysis, a short list was prepared from a number of responses in order to get the key themes and similar ideas or responses given by respondents were put together. The results are shown in Table 8.

Table 8: Frequency and Percentages Distribution of Suggestions of Improving Service Quality and Students Satisfaction

Statement	No	%
Lectures should improve on relation with students	39	16.67
Facilities should be provided	107	45.73
School Management should consider students' grievances	55	23.50
Maintenance of facilities and Supervising	11	4.70
The school must ensure safety of students	11	4.70
The school must provide scholarship for deserving students	11	4.70

Source: Field Data, Anhwere (2019)

From Table 8, majority, representing 107(45.73%) of the respondents suggested that, in a way of improving service quality delivery, adequate facilities should be provided by management. This includes increasing the number of lecture halls, constructing good roads as route to some lecture halls,

providing internet services and providing up to date books at the library. The finding confirms the study by Douglas, Douglas and Barnes (2006) which revealed that, “physical facilities of university are not significantly important with regards to students’ satisfaction but it works as key determinant of students’ choice in selecting universities”. This suggests that the school increasing its facilities will help students in selecting and also feeling comfortable to study. Again 39 (16.67%) respondents indicated that School Management should consider students’ grievances by giving instant feedback and also the administration of various faculties having enough time for the students. This was followed by 39(30%) of the respondents revealed that lectures must improve on their relation with students. students indicated that this can be done by; lectures making lessons practical, providing appropriate reading lists and providing notes to students.

Furthermore, 11(4.70%) of the respondents indicated that there must be maintenance of facilities on the part of the maintenance department of the university and thorough supervising of lecturers. This would go a long way to protect the available facilities and also ensure that the right thing is done always. Likewise, 11 representing 4.70% of the respondents again responded that the institution must ensure the safety of students by intensifying its security measures and finally provide scholarship for deserving students. The finding is in accordance with the study conducted by Davinder and Data (2003), which indicated that, for a university to be able to deliver quality services, the experience of learners on the campuses should be also be taken into account. Quality of education must not only be restricted to the instructors and notes received in class or advice and guidance given by teachers

throughout the teaching and learning process, but other factors which include learners' experience, while engaging with the administrators and the other components that enhances quality of learning and teaching in the university.

Chapter Summary

This section gives brief summary of the results and discussions of analysis from the study. It was based on the purpose of the study. The analysis was done using both descriptive and inferential statistics. The study revealed that, respondents are moderately satisfied with the excellence of service concerning teaching and learning. However, learners are highly content with the academic credentials of lecturers/academic staffs, the effective communication of lecturers during the process of lecturing and how instructors are approachable and friendly during teaching and learning process. The results from the Pearson r revealed that there exists direct association between academic and non-academic satisfaction in relation to quality of service delivery.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter concerns itself with the concluding part of the study. It summarises the study highlighting the methods used in conducting and analysing in addressing the various research questions formulated for the study. Based on the key findings, conclusions were reached with of appropriate recommendations as well as suggestions for further research.

Summary of the Study

This aspect of the study is put into two. The first part summarises the procedure used for the research, the second summarised findings of the study of key results.

Summary of the Research Process

The study sought to examine service quality delivery and students' satisfaction in public universities. Other objectives included to examine the level of respondent's satisfaction with academic aspects among business education students of the university, ascertain the level of satisfaction of excellence of delivery in terms of non-academic among students of the university of Cape Coast, examine the level of satisfaction of quality of service delivery in terms of facilities among students of UCC and determine the relationship between quality of service delivery between academic and non-academic services among business education students of the university..

The study was guided by the following questions:

1. What is the extent of level of satisfaction of quality of service delivery in terms academic among business education students of the University of Cape Coast?

2. What is the extent of level of satisfaction of quality of service delivery in terms of non-academic among business education students of the University of Cape Coast?
3. What is the extent of level of satisfaction of quality of service delivery in terms of facilities among business education students of the University of Cape Coast?
4. What relationship exists between quality of service delivery in terms of academic and non-academic among business education students of the University of Cape Coast?

The research employed the descriptive survey using a 30 item self-developed questionnaire as the main tool to collect the relevant data in addressing the various questions formulated to guide the study. Simple random sampling with the help of table of random numbers was used in selecting the respondents from the various programmes. The sampling was conducted at three levels. Data was collected from 355 respondents giving a return rate of 89% out of 400 respondents meant for the study. Both descriptive and inferential statistics were the tools used to analyse the data. With regards to the descriptive statistics, frequencies and percentages were used to analyse the demographic characteristics of the respondents, the mean and standard deviation for research question one to three and for the inferential statistics, the Pearson r correlation coefficient was used to determine the nature of relationship.

Summary of the Key Findings

The following key findings were obtained from the study:

1. The study revealed that respondents are moderately satisfied with the quality of service delivery of academic aspect. However, learners from the study are highly satisfied with the academic credentials of lecturers/academic staffs, the effective communication of lecturers during the process of lecturing and how instructors are approachable and friendly during teaching and learning process.
2. Respondents are moderately satisfied with the quality of service delivery in terms of non-academic aspects among business education students. However, they (students) have little level of satisfaction with service delivery in terms of non-academics in relation to the variety of scholarships available for deserving students to apply.
3. Students are moderately satisfied with the kind of quality of services students enjoy in relation to the facilities offered by the university.
4. It was found out that, there exists a direct association between academic satisfaction and non-academic satisfaction as perceived by the students

Conclusions

The following conclusions were drawn on the key findings from the study:

Examining the fulfilment with their educational experiences is not easy, but could be essential for higher institutions to build strong relationship with their existing and potential students. The results show that respondents are somewhat satisfied with the quality of service delivery in relation to their

academics. The instructors of the institutions appear to be well vested in their profession.

With regards to the satisfaction of quality of non-academic staffs, respondents are moderately satisfied with the quality of service delivery in relation to non-academic aspects. This indicates that, there is more room for improvement and that the university must work unceasingly in ensuring that service delivery in relation to non-academic can really continue to meet or exceed their expectations. It also means that the human relations of between students and administrators must be enhanced since human relation appears to be one of the skills that administrators need to possess to perform effectively.

Regarding the third objective, it could be concluded that, respondents are moderately satisfied with the quality of service delivery in relation to facilities. Some of it includes conducive atmosphere for teaching and learning; clean lecture halls, feeling secure anywhere on campus; library being equipped with the required materials; health services provided by the university hospital; library hours of operation and also the with the university having neat and well-stocked library facilities. This goes a long way to providing quality services and resulting in student's performance.

Finally, the findings indicated that there was a direct association between academic satisfaction and non-academic satisfaction of students. That is, as academic satisfaction increases, non-academic satisfaction also increases. It also suggests that the important role of the academic and non-academic aspects of service quality delivery cannot be neglected.

Recommendations

The following recommendations were made for improvement and policy and practices:

1. Management of higher institution should establish attractive classroom by providing all the essentials and required progressive academic environment, though instructors' competencies are adequate.
2. The University management must work continuously with the staffs to ensure that the quality of services is provided by giving them staffs orientation through training, similar, and workshops, etc on customers satisfaction.
3. Also, better infrastructure should be provided for conducive learning environment by the University management. This would enhance effective teaching and learning since that is the core mandate of the university.
4. Both academic and non-academic staffs must be given some motivational packages in the form of reward package so that they can put in their best, thereby, satisfying the needs of the customers, in this case students in terms of the quality of services rendered.

Suggestions for Further Research

The following areas are suggested for future research:

It is suggested that similar study be carried out in other universities. This would help obtain a general national information employing the same topic but using the mixed method design. Additionally, similar study could be conducted using both business students to obtain a comprehensive information concerning the issue under investigation. Lastly, further study is suggested to

be conducted on the satisfaction between public higher institutions and private higher institutions in rendering quality of services. With the data collection, interview could be conducted to address major issues emanating from the study.

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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE O HUMANITIES STUDIES AND LEGAL STUDIES

SCHOOL OF BUSINESS

DEPARTMENT OF MANAGEMENT STUDIES

QUESTIONNAIRE FOR STUDENTS

Dear Respondent,

This questionnaire seeks to elicit information on “*Service Quality Delivery and student’ satisfaction in higher institutions*”. The questionnaire is designed for academic purposes only and as part of writing a thesis. Any information provided for this study will be treated with utmost confidentiality and anonymity. Your participation in this study is strictly voluntary. The information will assist the University in improving its service quality delivery to enhance student’ satisfaction. Please, respond to all items and do it honestly. Participation is optional and your willingness to complete this questionnaire will be highly appreciated.

Thank you for participating in this study.

SECTION A: Demographic Information

Instructions: Please, tick (√) the box that best describes your response(s) where applicable or write in the space provided.

1. Gender:

a. Male

b. Female

2. Age (in Years)

a. Less than 25 years []

b. 25-30 years []

c. More than 30 years []

3. What is Your Programme of Study?

.....

SECTION B: Extent of Level of Satisfaction of Quality of Service

Delivery and Academic Issues

Instructions: On a scale of 1-5, please tick [✓] or circle the appropriate column that best indicate the extent to which you agree with the following statements on the level of satisfaction of quality of service delivery and academic quality in higher institutions.

Key: Not at all (NA)=1; Little extent (SE)=2; moderate extent (ME)=3;

High extent (LE)=4 and Very high extent (VLE)=5.

S/N	Academic Quality	NAA	LE	ME	HE	VHE
1.	The lecturers /academic staffs have appropriate academic credentials.	1	2	3	4	5
2.	The lecturers are effective communicators during the process of lecturing.	1	2	3	4	5
3.	The instructors are aware of my learning needs.	1	2	3	4	5
4.	Instructors are approachable and display a friendly demeanour during teaching and learning process.	1	2	3	4	5
5.	Instructors treat students with respect.	1	2	3	4	5
6.	Instructors display empathy when I have difficulty in understanding a concept.	1	2	3	4	5

7.	Feedback is provided on time by instructors.	1	2	3	4	5
8.	Curriculum is likely to prepare me meet the challenges of the 21st century and meet market requirement	1	2	3	4	5
9.	The materials associated with course delivery are of quality and relevant.	1	2	3	4	5
10.	My instructors evaluate me correctly	1	2	3	4	5

SECTION C: Extent of Level of Satisfaction of Quality of Service

Delivery and Non- Academic Issues

Instructions: On a scale of 1-5, please tick [√] or circle the appropriate column that best indicate the extent to which you agree or disagree with the following statements on the service quality delivery and non-academic quality in higher institutions.

Key: Not at all (NA)=1; little extent (SE)=2; moderate extent (ME)=3; High extent (LE)=4 and Very High extent (VLE)=5.

S/ N	Non-Academics	NAA	LE	ME	HE	VHE
1.	There are a variety of scholar- ships available for deserving student.	1	2	3	4	5
2.	Tuition fees are competitive with other similar education providers.	1	2	3	4	5
3.	Student registration occurs within a reasonable period of time.	1	2	3	4	5
4.	I am assured of assist and support in dealing with academic problem.	1	2	3	4	5
5.	The admiration offices keep its records accurately and retrievable.	1	2	3	4	5
7.	It is easy to lodge complaints or	1	2	3	4	5

	suggestions to improve the current system of university operation.					
8.	The authorities take action with regard to student complaints.	1	2	3	4	5
9.	Student representatives have access to administrators on student issues and concerns.	1	2	3	4	5
10	Administration staff show positive work attitude towards students.	1	2	3	4	5

SECTION D: Student’ Satisfaction of Quality of Service Related to the Facilities

Instructions: On a scale of 1-5, please tick [√] or circle the appropriate column that best indicate the extent to which you agree or disagree with the following statement on the service quality delivery and quality of facilities in higher institutions.

Key: Not at all (NA)=1; Little extent (SE)=2; moderate extent (ME)=3; High extent (LE)=4 and Very high extent (VLE)=5.

S/N	Facilities and Quality Delivery	NAA	LE	ME	HE	VHE
1.	Campus atmosphere is conducive to teaching/learning.	1	2	3	4	5
2.	Lecture rooms are clean and tidy.	1	2	3	4	5
3.	I feel physically secure anywhere on the campus.	1	2	3	4	5
4.	Computer labs are opened during suitable hours.	1	2	3	4	5
5.	Computers in the lab generally work well and properly maintained.	1	2	3	4	5
6.	The university provides computer training for all	1	2	3	4	5

	Interested students.					
7.	Uni. library is equipped with up-to-date books and other library resources.	1	2	3	4	5
8.	Health services provided by the university are adequate and necessary	1	2	3	4	5
9	Library hours of operation meet my needs.	1	2	3	4	5
10	The university provides support for student organisations and social events.	1	2	3	4	5
11.	The university has neat and well stocked library facilities.	1	2	3	4	5

SECTION E: Way(s) of Improving Service Quality to Enhance Students Satisfaction.

In your own opinion, what would you recommend to be the way(s) quality of service delivery could be improved in higher institutions?

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Thank you for your time and contributions towards this study!!!

APPENDIX B

Cronbach Alpha Reliability Test Results

Reliability Statistics

Case Processing Summary

	N	%
Valid	19	99.7
Excluded	1	.3
Total	20	100

a List wise deletion based on variable procedure

Reliability Statistics

Cronbach Alpha	No. of Items
0.986	30