

Service Quality Nexus Students' Satisfaction at Ambo University Selected Campuses, Ethiopia

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Abstract

The present study examined the relationship between service quality dimensions (tangibility, responsiveness, reliability, assurance, and empathy) and students' satisfaction in Ambo University. Modified SERVQUAL model was adopted to undertake the study. Data was collected through questionnaires to measure service quality and students' satisfaction. Interview was also conducted to triangulate information obtained through questionnaire. Stratified sampling technique was used in the study. The study developed and analyzed five hypotheses using regression and correlation analysis, whereas ANOVA and T-test were used to measure the level of significance between means. The result revealed that students in Awaro and Woliso campuses were not satisfied with some services delivery at the university. The findings indicated empathy explains variation in service quality ($R^2=0.58$) and has strong relationship with student satisfaction followed by responsiveness, reliability, assurance and tangibility dimensions. Therefore, empathy and responsiveness had the most significant contribution on students' satisfaction in all campuses of the university. The differences in gender, year of studies and age had no significant relation with students' satisfaction where as campus difference showed significant relationship. However, campus difference had no significant disparity in students' satisfaction in the case of students resided in Awaro and Woliso campuses. The study suggested that management at different levels of the University should give due attention to deliver quality services especially in empathy and responsiveness dimensions of service quality to maximize student's satisfaction.

Keywords: Service quality, service quality dimension, SERVQUAL, student satisfaction

Introduction

Service quality is commonly noted as a critical prerequisite for establishing and sustaining satisfying relationship with valued customers. Many organizations emphasize on service quality due to its strategic role in enhancing competitiveness especially in the context of attracting new customers and enhancing relationship

with existing customer (Ugboma et al, 2007). A perceived service quality is a forerunner to satisfaction. Thus, proper understanding of the antecedents and determinants of customer's satisfaction can be seen to have an extraordinarily high monetary value for service organization in a competitive environment (Hanaysha et al, 2011). The perception of quality is multilateral; quality means different

things to different people (Gerson, 1993).

Despite, the lack of consensus over the concept of quality, educational service quality has now become one of the central components of reform and policy instruments to adapt in higher education institutions to the increasing expectation from both internal and external stakeholders all over the world (Abdulwahed et al., 2014). Kotler (2003) defined satisfaction as "a person's feelings of pleasure or disappointment resulting from comparing a product perceived performance (outcome) in relation to his or her expectations". In order to make the institution progressive and effective, students' expectations, academic preferences and quality perception about the educational environment should be kept by the higher authorities of the institute (Palacio et al., 2002).

Now days, the concept of quality and customer satisfaction had evolved in educational sector and got considerable attentions in public as well as in private sector. According to Malik, Danish, & Usman (2010) the quality of education is an important factor that is considered for attracting and retaining students who want to get higher education. The need to retain service quality in higher education doesn't only associate with its importance rather it also serve as a basic ingredient in achieving excellence at higher education level. It

had also been explored that universities start realizing that the education sector should be considered as a business like other service industries and they should focused on student's expectations and perceptions while delivering the service (Malik et al., 2010, Abdulwahed et al., 2014).

In an effort to define and measure service quality in service sectors, various models have been prevailed. However, "SERVQUAL" model developed by Parasuraman, et al., (1985, 1988) were the most commonly used model and had been widely used in almost all the service organizations (Smith et al., 2007). Parasuraman et al., (1985) listed ten determinants of service quality that can be generalized to any type of service. The ten dimensions were then regrouped in the well-known five dimensions in the SERVQUAL model (Parasuraman et al., 1990) which include assurance, empathy, reliability, responsiveness and tangibility. Having employed this model various studies have tried to show the relationship between service quality and students satisfaction, mainly on impact of educational quality on student's satisfaction by considering the service quality dimension (Hossain & Rahman, 2013; Hanaysha et al, 2011; Malik. et al., 2010). These studies realized that different service quality dimensions have significant relationship with students' satisfaction. The higher education sector in Ethiopia has undergone enormous growth in

recent years. According to Ministry of Education (MOE, 2009), the number of higher education institutions and the intake capacity of undergraduate degree programmes in public higher education are increasing rapidly. However, the rapid increase in the gross enrolment rate has challenged the overall quality of education, particularly in the context of severely limited resources (UNICEF, 2014). Having recognized these problems, the MOE is currently engaged in a highly motivated effort to reform the country's higher education system including quality improvement program. In spite of this, reform in Ethiopian higher education which includes establishing supporting agencies such as the Higher Education Relevance and Quality Agency (HERQA), and the Educational Quality Improvement Programme (EQUIP) which are solely responsible for assuring quality of the education system in Ethiopian higher learning institutions. In Ethiopian context, the majority of the studies have focused on the ways to improve the quality of higher education (Solomon, 2012; Abdulwahed et al., 2014; Teshome, 2007). Unfortunately, no comprehensive study has been conducted on the issue of student satisfaction in relation to service quality. To fill this gap the study intended to examine the relationship between service quality and students' satisfaction in Ambo University.

General objective

The present study was to scrutinize service quality in relation to students'

satisfaction in three campuses of Ambo University (Main, Awaro and Woliso).

Specific objectives

This study was specifically intended to:

- Determine the relationship between service quality dimensions (tangibility, responsiveness, reliability, assurance and empathy) and students' satisfaction,
- Investigate the effect of service quality on students' satisfaction,
- Examine the satisfaction difference of the students with respect to demographic factors (age & gender),
- Examine the satisfaction difference of the students with respect to year of study/batch, and
- Compare students' satisfaction across the three campuses of the university.

Conceptual Framework

The service quality dimensions includes: tangibility, assurance, responsiveness, reliability and empathy. With regard to each service quality dimension in the SERVQUAL model, they have their own definition to measure the different aspect of the services provided by the university. Tangibility is the appearance of physical facilities, equipment, and appearance of personnel; assurance refers the knowledge and courtesy of employees and their ability to convey trust and confidence; responsiveness is the willingness to help customers and to provide prompt service, Reliability is the ability to perform the promised service dependably and accurately; and empathy is the caring, individualized attention the firm

provides its customers (Parasuraman *et al.*, 1988).

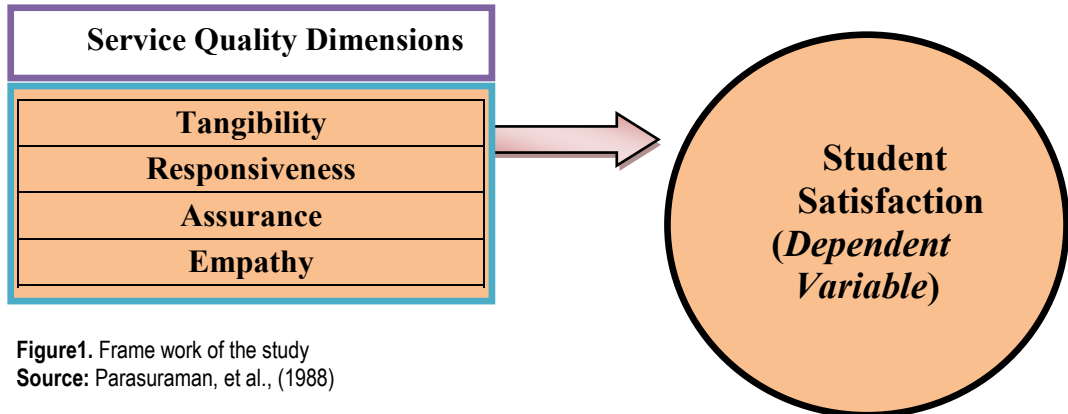


Figure1. Frame work of the study

Source: Parasuraman, et al., (1988)

Hypotheses of the study

The hypotheses of the study were developed from the previous empirical studies as follows:

- H-1: There is a significant relationship between service quality dimensions and student satisfaction.
- H-2: There is significant difference between male and female in their satisfaction.
- H-3: The satisfaction of the students is the same irrespective to the year of studies.
- H-4: There is a significant relationship between age and overall student satisfaction.
- H-5: The satisfaction of the students is the same irrespective of campus difference

Materials and Methods

Research design and approach

The study was a survey conducted in 2015. The study employed mixed research approach. Quantitative data were collected from students using questionnaires. Qualitative data were

collected from both academic and administrative staffs of Ambo University through interview (Yearly report, 2014).

Sampling and sampling techniques

The target populations for this study were 2nd year and above undergraduate regular students of Ambo University in three campuses (Main, Awaro and Woliso). Besides, academic and administrative staffs (Academic Program officer, Quality assurance and Audit, ICT and Student Service Directors, College/institutes/school deans, Quality team leaders and head of departments) of Ambo University in Main campus participated in the study.

The reason behind choosing 2nd year and above regular students is that those students have had enough university experience to form their perceptions regarding service quality. The total number of regular students in Ambo University was 11,000 in all

campuses (University Yearly Report, 2014). A proportionate stratified sampling technique was applied to derive sample of respondents from the total population of students. The students were first classified into five colleges. The next stratum was made by taking a representative samples from undergraduate students enrolled in 38 departments of each colleges/institutes/school. The sample size consists of three hundred eighty six (386) students of Ambo University from the three campuses. The researchers derive the sample size statistically by using Yemane (1996) formula as follows:

$$n = \frac{N}{1 + N(e)^2} = \frac{11,000}{1 + 11,000(0.05)^2} = \frac{11,000}{28.5} = \underline{\underline{385.96}}$$

Data collection

Primary data were collected from students in the three campuses of Ambo University using questionnaire. A modified SERVQUAL dimensions and student satisfaction instrument which is adapt from Ilias et al.,(2008) study were used to evaluate the service quality of Ambo University. The service quality was categorized under each dimension representing student perceptions of service provision and the overall service quality of the university. Data from different academic and administrative staffs were also collected through interview. The study used the five Likert scale where 1, means strongly dissatisfied and 5, strongly satisfied. For simplicity, strongly dissatisfied and dissatisfied were combined in to

dissatisfied scale and satisfied and strongly satisfied in to satisfied scale.

Data analysis

The data collected were analyzed using descriptive and inferential statistics including regression analysis, ANOVA and T test. Likert scale items are created by calculating a composite score (sum or mean) from five type Likert-type items. The five scales are treated as interval scale rather than Likert type to conduct statistical analysis. Model fitness was checked accordingly by testing for multi co-linearity using Tolerance and Value Inflation Factor and by checking the adjusted R². Moreover, to ensure the reliability of instrument, pilot study was conducted and the Cronbach's coefficient alpha result shows that the instrument was reliable and consistent. Creswell (2009) considers the reliability of the instruments as the degree of consistency that the instruments or procedure demonstrates. After pre-testing questionnaire in Woliso campus it was assessed using Cronbach's coefficient alpha. Based on this an internal consistency reliability test was conducted with a sample of 30 students and the Cronbach's alpha coefficient for the independent variable instrument was found to be between 0.752 and 0.857 and for the dependent variable instrument, alpha coefficient was 0.924 which is highly reliable. Typically an alpha value of 0.80 or higher is taken as a good indication of

reliability, although others suggest that it is acceptable if it is 0.67 or above (Cohen *et al.*, 2007). Since, instruments were developed based on research questions and objectives; it is possible to collect necessary data from respondents. Then, instruments

are consistent with the objectives of the study.

The alpha values in for all constructs in our study are greater than the guideline of 0.70, so it can be concluded that the scales can be applied for analyses with acceptable reliability.

Table 1. Result of reliability analysis

Variable Type and Name		Scale	No of Items	Cronbach's Alpha (α)
Independent Variable (Service Quality)	Tangibility	1-16	16	.851
	Assurance	17-27	11	.822
	Reliability	28-36	9	.844
	Responsiveness	37-44	8	.857
	Empathy	45-52	8	.752
Dependent Variable	Students satisfaction	1-6	6	.924

Results and Discussion

Descriptive analysis

A total of three hundred eighty six (386) questionnaires were distributed across the three campuses for 2nd year and above undergraduate regular students of Ambo University, out of

which, 303 were completed and retrieved successfully, representing 80% response rate. Out of the 303 questionnaires administered 172(56.8%), 60 (19.8%) and 71(23.4%) were distributed to Main, Awaro and Woliso Campus, respectively.

Table 2. Response of students on service quality in terms of tangibility dimension

Tangibility Items	Dissatisfied		Neutral			Satisfied
	Fr.	%	Fr.	%	Fr.	%
Appearance of all lecturers are good	93	30.7	57	18.8	159	49.9
Design of the class room are good	95	31.4	58	19.1	149	49.2
Adequate no of computers are available for	214	70.6	40	13.2	46	15.2
Internet services are accessible	225	74.3	33	10.9	42	13.9
Dormitories are comfortable	142	46.9	43	14.2	117	38.6
The overall cleanness of cafeteria is good	181	59.7	50	16.5	72	23.8
Availability of medical supply is good	208	68.7	56	18.5	35	11.6
Recreational facilities are available	247	81.5	30	9.9	26	8.6

Source: Survey, 2015

The response of the students on tangibility items on table 2, shows that they are satisfied by appearance of lecturers, the overall classroom and building design but dissatisfied with many of the items such as cleanness of the cafeteria, dormitory comfortability, recreational facilities, medical

supplies, shortage of computers in lab and poor access to internet services. Therefore, poor recreational facilities, poor medical supply, uncleanness of cafeteria, poor internet service and inadequate computer items are considered as reason for students' dissatisfaction.

Table 3. Response of students on service quality in terms of assurance dimension

Assurance Items	Dissatisfied		Neutral		Satisfied	
	Fr.	%	Fr.	%	Fr.	%
Lecturers are friendly and polite	110	36.	63	20.8	128	42.2
Academic qualification of lecturers are good	115	38	71	23.4	113	37.3
Lecturers are innovative and agents of change	130	42.	84	27.7	87	28.7
Lecturers are knowledgeable	110	36.	62	20.5	130	42.9
Security measures at the university are good	115	38	52	17.2	131	43.2

Source: Survey, 2015

As it is shown on table 3, students were satisfied with some of the assurance items such as the relationship between lecturers and students, the security measures, lecturers' subject matter knowledge but the university quality service

delivered was adversely affected and students are dissatisfied due to lecturers not being innovative and agents of change and have no good academic qualification.

Table 4. Response of students on service quality in terms of reliability dimension

Reliability Items	Dissatisfied		Neutral	Satisfied		
	Fr.	%	Fr.	%	Fr.	%
Registration is timely and error free	132	43.5	36	11.9	135	44.6
The university keeps its records accurately	103	34	81	26.7	114	37.7
Administrative staffs have genuine interest in solving students problem	156	51.5	58	19.1	84	27.7
Lecturers are capable in their teaching	116	38.3	66	21.8	117	39.9

Source: Survey, 2015

The result from the reliability items shows that students are satisfied by the service delivered by the university which includes registration and record keeping process; and on lecturers' capability in their teaching.

However, they are dissatisfied by service provided by administrative staffs in solving students' problem. Thus, weakness of administrative staff to solve student's problem is a reason for students' dissatisfaction.

Table 5. Response of students on service quality in terms of responsiveness dimension

Responsiveness Items	Dissatisfied		Neutral		Satisfied	
	Fr.	%	Fr.	%	Fr.	%
Administrative staffs provide reliable services	151	49.9	60	19.8	92	22.3
Lecturers are available to assist students	128	42.2	61	20.1	114	37.9
Lecturers capacity to solve problems when it	105	34.6	75	24.8	119	39.3
Administrative staff capacity to solve problems when they arise is good	131	43.3	74	24.4	83	50.8
Readymade information is available when it is needed	148	48.8	83	27.4	70	23.2
Channels for expressing student complaints are available	203	67	33	10.9	67	20.8
A timely feedback is given for students up on need	185	61.1	55	18.2	57	18.8

Source: Survey, 2015

From responsiveness dimension items, students are only satisfied by lecturer's capacity to solve problems but dissatisfied with the administrative staffs' capacity to solve problems, lecturer's accessibility to assist students and the channels for expressing complain. Moreover, they

replied that there is a shortage of readymade information, their questions are not dealt efficiently and there is no timely feedback. From this, students are dissatisfied by more items of responsiveness dimension.

Table 6. Response of students on service quality in terms of empathy dimension

Empathy Items	Dissatisfied		Neutral		Satisfied	
	Fr.	%	Fr.	%	Fr.	%
Administrative staff try to meet students best interest	156	51.5	71	23.4	71	23.5
Access to computer facilities are suitable for students	217	71.6	39	12.9	45	14.9
Library services are suitable for student	162	53.5	33	10.9	106	35
Access to study rooms are suitable for students	161	53.1	43	14.2	97	32.1
University are fair and unbiased in its treatment of individual students	143	47.2	61	20.1	98	32.3

Source: Survey, 2015

On the above table 6, the empathy measurement also shows that the students are dissatisfied by all of the

empathy items; computer facilities, study rooms and library services are not suitable for students, students

best interest not meet by administrative staff & there is ethnical discrimination in treatment of individual students. Empathy reflects how much the university feels and cares for the needs of students (Abbasi *et al.*, 2011).

The result shows the students are dissatisfied by all of the items; this reflects the service delivered by the university is in low quality in terms of empathy dimension which affects the teaching learning process leads dissatisfaction of students.

Table 7. Response of students on overall student satisfactions by Ambo University In addition to the five service quality dimensions were used to measure student satisfaction, the overall student satisfactions were also measured in this manner.

Student Satisfaction	Dissatisfied		Neutral		Satisfied	
	Fr.	%	Fr.	%	Fr.	%
I am satisfied in attending this University	178	58.7	54	17.8	70	23.1
If I have the a choice to do it all over again still will join this university	137	45.7	63	21	100	33.3
My decision to stay in this university is wise	170	56.1	52	17.2	80	26.4
I am happy that I am studying in this university	144	47.8	65	21.5	92	30.6
I did the right decision when I decided to stay in this University	101	33.8	113	37.8	85	28.4
I am happy that I am studying in this campus	113	37.3	119	39.3	66	21.7

Source: Survey result 2015

The above data revealed that most of the students were dissatisfied in attending Ambo University. The data shows that they will not join the university if there is a chance to choose it again. Besides, the above table reveals that most of the students were unhappy in their decision to stay in the University. Moreover, the data indicated that the majority of the students were not happy in studying in the University.

In general, the descriptive analysis shows that most of the students were not satisfied by the overall services delivered related to service quality dimension. This reflects the service delivered by the university is in low

quality which adversely affects the students' satisfaction.

Interview results

Interview was conducted with concerning bodies (Academic Program Officer, Student Service, ICT and Quality assurance and Audit Director; Deans, and Quality team leaders) from the main Campus. Most of the academic staff interviewees responded that the teaching learning process in their college/institute/school was generally good. However, the participants pointed out that there were challenges to deliver quality educational services. Some of the

challenges that affect service delivery and academic calendar of the university include lack of staff's commitment in applying active learning methods, poor follow up of continuous assessment, inadequate laboratory, poor linkages with industries, poor internet service, misunderstanding the objective of 1 to 5 cooperative learning groups, lack of sufficient resources and staff offices, lack of water and recreational services, insufficient budget for health services, lack of sufficient skilled human power in IT department, lack of user awareness on ICT, setback in purchasing, insufficient infrastructure and books for some courses, ineffective use of resources, staff turnover, shortage of instructors, frequent changes in education quality team leaders, meetings and sport festival.

Result of regression analysis, ANOVA and T-test

The study used correlation analysis to measure the degree of association; regression analysis to test the effect of independent variable on dependent variable; T-test to test whether two group means are different and ANOVA to check whether three or more means are different (Andy, 2009).

- **Multi-co linearity test:** Multi co linearity for this study was checked using the assumption with tolerance and VIF (Value Inflation Factors) statistics and the result were shown as follows.

Table 8. Multi-co linearity test results

		Model				
		Tangibility	Assurance	Reliability	Responsiveness	Empathy
Co linearity Statistics	Tolerance	.490	.376	.272	.307	.404
	VIF	2.042	2.657	3.677	3.259	2.477

Dependent Variable: Student Satisfaction

Andy (2009) suggests that a tolerance value less than 0.1 almost certainly indicates a serious co linearity problem and a VIF value greater than 10 is also a concern for co linearity problem.

In this study the VIF values are below 10 for all predictors and it showed that there was no co linearity between the predictor variables. This means

that the derived model is likely to be unchanged by small changes in the measured variables.

Hypothesis 1-There is a significant relationship between service quality dimensions (Tangibility, Reliability, Responsiveness, Assurance and Empathy) and student satisfaction.

Table 9. Regression and Correlation analysis result

Mod	R	R ²	Adjusted R ²	Std. Error of the Estimate	F	P-value
Tangibility	.700 ^a	.490	.489	.48672	288.765	.000
Assurance	.701 ^a	.492	.490	.48617	290.096	.000
Reliability	.727 ^a	.529	.528	.46784	337.225	.000
Responsiveness	.750 ^a	.563	.562	.45062	386.867	.000
Empathy	.766 ^a	.587	.585	.43829	426.068	.000

Predictor: Service Quality Dimensions **Dependent:** Student satisfaction

The result from Regression and Correlation analysis on table 9; shows that hypothesis 1: was accepted because the results proved that the service quality dimensions (tangibility, assurance, responsiveness, reliability and empathy) had a positive and significant relationship with students' satisfaction.

Moreover, regression result showed that student satisfaction is determined in the way that Tangibility ($R^2 = 0.490$, $n=303$, P -value $< .01$); Assurance ($R^2 = 0.492$, P -value $< .01$);

Reliability ($R^2=0.529$, P -value $< .01$); Responsiveness ($R^2=0.563$, P -value $< .01$); and Empathy ($R^2=0.587$, P -value $< .01$). From the output, empathy has explained variation in satisfaction most followed by responsiveness, reliability, assurance and tangibility. This finding is consistent with that of other studies (Hossain and Rahman, 2013, Al-Rahimy & Salem A. S., 2013; Hanaysha et al., 2011; Ilias *et al.*, 2008, Hasan et al., 2008) which all reported that there was a positive relationship between service quality and student satisfaction.

Table 10. Stepwise linear regression for all statistically significant independent variables

Steps	R ²	R ² Change	F change	P-value
Empathy	.587	.587	426.068	.000
Empathy, Responsiveness	.664	.077	68.777	.000
Empathy, Responsiveness, Tangibility	.690	.026	24.823	.000
Empathy, Responsiveness, Tangibility, Assurance	.699	.009	9.024	.000

Dependent: Student satisfaction **Excluded Variables:** Reliability

The result of stepwise regression given in table 10, shows that empathy

is the first and the most salient of the five variables that entered the

regression equation, and accounted for 58.7% of the variation in student satisfaction. Together, these four variables explained 69.9% of the variation in student satisfaction. Hence, reliability dimension did not enter the regression equation because it's under removal criteria. The p-value also indicates the probability of significance of this relationship's.

Analysis of Variance (ANOVA) and T-test

Hypothesis 1, Hypothesis 2 and Hypothesis 4 were tested using ANOVA and T-test.

Table 11. Summary of Hypothesis Testing

S.N.	Hypotheses	Type of Test	Results
H1:	There is a significant relationship between service quality dimensions and student satisfaction.	Regression and Correlation Analysis	Accepted
H2:	There is significant difference between male and female in their satisfaction.	T- test	Rejected
H3:	The satisfaction of the students is the same irrespective to the year of studies.	One way ANOVA	Accepted
H4:	There is no significant relationship between age and overall student satisfaction	One way ANOVA	Accepted
H5:	The satisfaction of the students is significantly affected by campus difference	One way ANOVA	Accepted

Source: Survey, 2015

The result showed that Hypothesis 2 is rejected since there is no significant difference between male and female mean in their satisfaction. This finding is consistent with the study found by Anantha and Abdul, (2012) and Carey et al., (2002) which shows there is no significant difference between gender and satisfaction. Thus, there is no significant difference of opinion among male or female respondents.

Hypothesis 3 is accepted because the satisfaction of the students is the same irrespective to the year of studies. This finding is supported by Cortis et al., (2000) that there is no significant difference between junior and senior

students. This implies the students' experience in higher institution do not change their perception on satisfaction.

Hypothesis 4 is accepted as a result of no significant relationship between age and student satisfaction. In line with this finding, the study of Carey et al., (2002) found out that age factor has no significant difference to the level of students satisfaction; thus cannot be related with the perception of satisfaction. The result indicated that age does not have any significant relationship with service quality. This is consistent with the study by Ham and Hayduk (2003).

Hypothesis 5: The students' satisfaction is significantly affected by campus difference.

Table 12. Result of Analysis of Variance (ANOVA) among three campus of Ambo University

Result	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	31.658	2	15.829	43.942	.000
Within Groups	108.065	300	.360		
Total	139.723	302			

Source: Survey, 2015

As shown in table 12, there was statistical significant difference between the three campuses of Ambo University students. This difference may be due to differences in facilities and infrastructures. Hypothesis 5 is accepted as the result of multiple comparisons of mean (POST HOC Test) for different campus of students strongly support that there were pair wise statistical significant difference between campuses (P-Value-0.001) at 5% level of significance. Moreover, this result shows that, there is a difference in satisfaction of students in Main campus with Awaro and Woliso campuses. But Ambo university Awaro campus with Woliso Campus (P- Value= 1.0) was not statistically significant at the level of 0.05% as the T-test result shows. This means that there is no difference in student satisfaction due to being either in Awaro or Woliso Campus. The study of Nurul, et al., (2011), Khurshid and Arshad (2012) and Hasnain (2013) strongly support this finding in a manner that students satisfied with the available campus facility, personal development, skill development and learning experiences otherwise, unavailability

of campus facilities, accommodation facilities, professional teachers and staffs are the causes of dissatisfaction among students.

Conclusion

The present study indicated that most of the student participants were discontented in some of the services delivery in the University. Specifically, poor computer facilities, inadequate study rooms and library service, reluctance in meeting students' interest by administrative staffs and some indications of biasness were observed gaps within the empathy dimension affecting students' satisfaction. Besides, majority administrative staffs inadequate capacity, inaccessibility of lecturers to assist students, poor channels for expressing complaints, and unable to deal efficiently and timely with students' concerns were responsiveness measurements adversely affecting students' satisfaction. Moreover, inadequate recreational facility, poor cafeteria sanitation, poor internet services, computer scarcity, less professional

credibility of health workers, shortage of medical supplies, tight exam schedule, lack of sufficient offices for staffs, and lack of necessary resources in each department, delay in responding to students' request, inadequate reference materials, tedious procedure to purchase reference books, insufficient industry-university linkages and frequent changes in education quality team leaders were among the shortcomings adversely affecting students' satisfaction in Ambo University. In general, the service quality dimensions had positive and significant relationship with students' satisfaction.

Recommendations

Based on the study, the following recommendations were forwarded:

- Ambo University should consider the proportions of students and staffs in each campus while allocating resources.
- The University should promote university- industry linkage activities.
- Capacity building trainings should be given for health workers and other staffs to deliver quality services.
- The university should give timely response to staffs' and/or students' requests.
- Academic and administrative staffs have to provide the necessary quality professional services through creating suitable relationships with their stakeholders.
- Students should be encouraged to collaborate through employing cooperative learning strategies.
- University registrar should set appropriate academic calendar that considers course curriculum and work load scenarios in each college/institute/school.
- The University should work on providing effective and efficient computer services, securing study rooms and library services, opening different recreational facilities- with special consideration to Awaro and Woliso Campuses.

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