Assessment of Customer Satisfaction in the Higher Education Institution Using SERVQUAL Model

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Abstract: The paper aims to assess customer satisfaction with the administrative services provided to students of a particular University in South Africa using the SERVQUAL model. Service quality plays an integral role in the higher education institution's reputation, competitiveness and most importantly in students' satisfaction. A quantitative, descriptive approach was conducted to determine the level of students' satisfaction with the administration services that is rendered by particular university's central administration offices. 288 students participated in the study and a self-administered online and physical questionnaire were utilised to collect data. The findings revealed that the students are dissatisfied with the level of quality administration services provided by the University's central administration offices across all dimensions of the SERVQUAL model. This was determined by the low perceptions scores of service quality as compared to the expectations scores. The paper recommends improvement of service quality so as to enhance the student satisfaction. Further, it is suggested that the university needs to invest on modern day equipment, advanced and secure technologies as well as training of staff in order to provide satisfactory services to the university's principal stakeholders which are the students.

Keywords: customer satisfaction; customer expectations; customer perceptions; service quality

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1. Introduction and Background

Higher Education Institutions (HEIs) have been entrusted with the responsibility to train and transform students into valuable human resources that will ultimately contribute to the economic growth of the nation, (Abbas, 2020). HEIs are amongst the service industry organisations, however, they specialise in educational services that are offered to the target audience which are students. There are several debates on whether students in HEIs should be regarded as customers or clients. The nature of services offered at HEIs are in a way implying that amongst other target markets, students are the primary target audience and priority customers. They are the main consumers of the services offered by the HEIs. Apart from consuming teaching services provided by the HEIs, students also make use and benefit from the administrative services offered by the HEIs. This kind of services include registration, finance, students' enquiries, financial aid and many others.

Like other service providers outside the education sector, quality service delivery is now considered to be a competitive advantage that HEIs can exploit to attract students to enrol (Josanov-Vrgovic et al., 2020). It is therefore important for universities to ensure that their service offerings are of high quality in order to induce potential students in believing that their institution is the "university of choice," considering that these institutions generate revenue, directly and indirectly through the students. During the past three years, the university has not been achieving the enrolment quota as expected by the Department of Higher Education.

Another important aspect of service quality that Ramya, Kowsalya and Dharanipriya (2019) have alluded to, is its positive link to market share and attainment of customer satisfaction. Taking into consideration the HEIs, the quality of the university's administrative and support services is inseparable from students' satisfaction. If students are not satisfied with the service quality, it will have implications on the revenue, brand and future enrolment of the institution. This is also supported by Wirtz and Lovelock (2022) indicating that if there is higher customer satisfaction, there will be improved repeat purchases, and referrals.

The paper aims to investigate the customer satisfaction of university students at the university with a special focus on administration services. The paper has two main objectives; firstly, to determine the students' expectations and perceptions of the administrative services at the university. Secondly, to evaluate the students' satisfaction level with the actual administrative services provided by university employees

2. Literature Review

2.1. Quality Service Conceptual Theory

There are several models that are used to measure and assess service quality in various service industries. Existing academic research supports the claim that SERVQUAL and SERVPERF are the two key scales that served as the foundation for service evaluating the quality of various service industries (Adil, Ghaswyne & Albkour, 2013).

2.1.1. SERVQUAL Model

The SERVQUAL model is a general measurement tool that can be used across a wide range of service industries with its foundation based on the view that customer measure an organisation's level of the customer service by differentiating their perception of it with owned expectations (Jusufbasic & Stevic, 2022). Consideration is given to the important dimensions that influence service quality, namely, "tangibles, reliability, responsiveness, assurance and empathy" are considered (Wirtz & Lovelock, 2022, p. 58). The model has undergone significant evolution over time, and at this time it entails twenty-two questions for perception and twenty-two questions for expectation which are distributed along the five fundamental dimensions (Ramya, Kowsalya & Daranipriya, 2019).

The model has been deemed as a most appropriate tool to measure service quality, however it has received criticism based on theoretical and empirical view point (Jusufbasic & Stevic, 2023). Amongst other criticisms, it is indicated that the model disregards the expenses incurred to improve service quality (Anderson, 1992; Magasi, Mashenene & Dengenesa, 2022). The five SERVQUAL dimensions are more context-specific than universal (Sureshchandar et al., 2001) and lastly, the physical environment and other uncontrolled elements that affect service quality are disregarded by SERVQUAL (Brady et al., 2002). Another critique about the model is that it has been questioned if the SERVQUAL model can be depended on as an important tool for measuring service quality in different service industries. And that to assess service quality in various service environments, a simple updating of the SERVQUAL items is insufficient (UKEssays, 2018).

Not all the criticism of the SERVQUAL Model are negative. The SERVQUAL scale could be applied in a context-specific manner and combined with additional research, to identify the root causes of the major problem areas or gaps found (Parasuraman, Berry & Zeithmal, 1985; Bui et al., 2022). The study that was conducted by Gregory (2019) further provide the positives that come with using SERQUAL model as he found that the model that was utilized at a university's doctoral programme, provided it with a detailed, useful information that might be used to enhance the program. This also support the notion of applying the tool in a context specific manner and in this context as well as the context of this study, a

university environment was utilised. Bui et al. (2022) claims that HEIs frequently use SERVQUAL for evaluating perceived service quality. It is therefore the reason why it is utilised in this study.

Alongside the SERVQUAL Model, a GAP model was developed. According to Mauri, Minnazi and Muccio (2013), the Gaps Model which was initially expounded and published in 1985, and these authors (of SERVQUAL Model) who subsequently refined and modified it in later publications. The authors further indicate that the model, shows how consumers evaluate quality while taking into account the various other aspects that help to define what quality is, namely; customers anticipate quality, companies provide quality, and customers perceive quality after using and experiencing a service.

2.1.2. SERVPERF Model

After a gap was identified on the SERVQUAL model, a service performance model called SERVPERF was developed. Similar to SERVQUAL, the SERVPERF model has the five (5) service dimensions namely, reliability, tangibles, assurance, responsiveness, and empathy coupled with a two (2) sets of twenty-two (22) item statements (Rasyida et al., 2016). According to Akdere, Top and Tekingunduz (2020), SERVPERF was an instrument used for performance-based evaluation after discarding the SERVQUAL's customer expectation portion of the tool. Cronin and Taylor introduced the SERVPERF scale and provided actual data from the pest control, dry cleaning, banking, and fast food industries in order to support the advantage of their performance-only instrument as compared to the disconfirmation-based SERVQUAL scale (Rasyda et al., 2016). Del Carmen and Avolio (2020) debated that the SERVPERF model only takes into account customers' perceptions about service quality as compared to the SERVQUAL model.

In another comparison to SERVQUAL, Sohail and Hasan (2021) argue that since SERVPERF is a single-item measure and can indicate more variation in overall service quality than SERVQUAL, it is a stronger indicator of service quality empirically than SERVQUAL. The study of Adil et al. (2013) which was conducted in the banking sector in India, they found that SERVPERF surpassed SERVQUAL because it did not only decrease the number of variables but also the work required to conduct customer surveys and helped produce objective results.

Considering that the study at hand is in a university or higher education institution context, the findings of the study that was conducted by Ha et al. (2022) revealed that SERVPERF is an effective model for evaluating service quality, particularly for reliable theoretical models, and that it requires less work to adapt tools for a given environment, such as higher education. However, Carrillat et al. (2007) indicate that SERVPERF and SERVQUAL scales are satisfactory and equally valid and reliable predictors of general service quality. Notably, the SERVQUAL scale is of greater

interest to researchers and practitioners as it provides superior diagnostic value to marketers for strategic decision-making purposes.

2.1.3. HedPerf Model

The SERVQUAL and SERVPERF models have been without a doubt instrumental in measuring service quality in service industries, however, the Higher Education Industry required a model that was not generic but specific to its situation and operations. It was then when a HedPerf (Higher Education Performance) model was developed. According to, the Higher Education PERFormance-only (HedPERF) model was first developed by Firdaus in 2005, then Abdullah improved it in 2006 by adding two HedPERF factors—the academic and non-academic aspects—as well as two SERVPERF factors—reliability and empathy (Arieta & Avolio, 2020). The HEDPERF scale, which is made up of 41 elements and is only thought to be relevant to the high education sector, considers both academic and non-academic facets of the total service environment as perceived by students (Danjuma et al., 2018). According to Silva et al. (2017), the HEdPERF scale was changed from its original six dimensions to five, comprising academic aspects, non-academic elements, access, reputation and program difficulties, and was proved to be initially superior to the original scale in later investigations.

The only aspects being dealt with in this paper are non-academic aspects, reputation and access. This is due to the specific focus of this study on administrative service quality under investigation. Abdullah (2006), from his comparative study on HEdPERF, SERQUAL and SERVPEF claimed that HEdPERF scale was a better fit as compared to the other two due to its higher criterion and construct validity, greater explained variance, and more reliable estimations.

2.2. Customer Satisfaction Theories

2.2.1. Expectancy-Disconfirmation Theory

Expectancy-Discomforting Theory uses perceived product or service quality to gauge customer satisfaction (Elkhani & Bakri, 2012). Expectations, product performance, and disconfirmation are the three constructs that make up the expectancy-disconfirmation paradigm (Kim, Magnusen & Kim, 2014). Expectations refer to customer expectations from the performance of specific goods and services, meanwhile performance has to do with customer's experience after using goods and services as their reflected in their perceived performance, that may meet or not meet their expectations; and disconfirmation is the distinction between a customer's first expectation and the actual performance (Elhani & Bakri, 2012, p. 12). The disconfirmation/confirmation paradigm brought forward by Wirtz (1993), suggests that consumers asses their consumption experiences and decide on their satisfaction

by making a comparison of perceived performance of product/services with standards they set before consumption. Figure 1 indicates the Expectancy-disconfirmation model of Satisfaction (Wirtz, 2018).

Figure 1. Expectancy-disconfirmation model of satisfaction

In the context of this paper, the performance expectations of students in the Higher Education Institutions of the services may not been based on the previous experience since to some it is their first time being at the university. However, some are coming from other institutions or have used the services of the institution before, which therefore may inform their expectations from the university under study based on their previous experience.

Customer expectations on the other hand are determined by customer experience (Mahlatji, 2021). Thus, perceived performance as a representation of customer's experience can be based on product or service that can be better or worse than customer's expectation (Elkhani & Sakhri, 2012). The product (service) performance can apply to both the best possible performance of a product as well as what consumers feel performance might be in the future (Kim, Magnusen & Kim, 2014). In this paper, students may determine their perception of the administrative services after having utilised them whether they are better or worse. This may also apply to future usage of the services from the university under study or even at other universities. Confirmation refers to the situation where service performance meets expectations, therefore the confirmation between perceptions and expectations yields satisfaction results. While disconfirmation has three main categories in the literature, namely; positive disconfirmation, simple disconfirmation and negative disconfirmation (Du Plessis, 2015). These imply that negative disconfirmation may lead the customers to dissatisfaction since their expectations are not met, whereas positive and simple disconfirmation could result in satisfaction as the expectations will be met and even beyond expectations. One of the objectives of this study include determining the expectations and perceptions of the students regarding the administrative services at the particular university. Which means that if students expectations of the administrative services offered by the university employees are not met, negative disconfirmation will occur and will lead to dissatisfaction. However, if their expectations are met or excessively met, there will be simple or positive disconfirmation which therefore leads to satisfaction.

2.3. Customer Satisfaction in Higher Education Institution

There are several debates in literature on whether students should be regarded as customers at Higher Education Institutions. The students' status as a customer is not universally acknowledged (Mark, 2013). However, Guilbault (2016) argues that consideration needs to be done on how to address students as customers rather than continuing to deny that they are customers because doing so has repercussions for student satisfaction and retention. Tukiran, Tan and Sunaryo (2021) posits that more than ever, educational institutions are adopting the marketing theory and the notion that students and parents are customers who purchase educational services and activities. Thus, students are defined as groups of external university customers who purchase items, services, or idea from universities in exchange for an agreed-upon fee (Hinson, 2020). It is the basis of this argument that this study focuses on student as customer if not a primary customer as compared to others within the Higher Education Institutions. Regarding students as a customer in South Africa has Consumer Protection Act (CPA) implications, of which Reddy (2012) advises HEIs to consider their guidelines, especially those pertaining to the rights to: the equality and access; disclosure and information; fairness and same marketing methods; fair and realistic terms and conditions; and fair value and that which is considered as good quality.

The quality of service at higher education institutions is largely determined by the expectations of its students and their perceptions of the service's performance. This necessitates that the institutions of higher learning have to assess the expectations of its students with regards to the quality of the services as well as determining their perceptions of these services so as to align accordingly to provide the expected satisfaction. Amongst other benefits of having satisfied students with the quality of services, students' contentment with the university's high-quality services has a significant beneficial impact on their commitment to the institution, (Khan, Nasir & Naz, 2020). Since administration appears to have a significant impact to the delivery of high-quality services, Guilbault (2016) advise that it is imperative to scientifically investigate the key elements of the services. As a result, there is a growing desire to improve the quality of the provided services

2.4. Student Administrative and Support Services

HEIs provide various academic and non-academic services to their stakeholders. In this context, the focus is on the principal stakeholder, the student. When referring to student services, Ciobanu (2013) describes them as student support services offered by Higher Education institutions. These are non-academic services which are rendered by HEI's administrative and support staff. Morgan (2012) listed amongst others, a number of non-academic services that university students in the United Kingdom perceive as student services. They include accommodation, dealing with

student complains, financial and study advice, enrolment and registration, sports and recreation. Ciobanu (2013) emphasised the importance of student support services as they are key to students' growth and progress throughout the students' academic careers.

3. Research Methodology

The study applied the positivist philosophy thus a quantitative. The population of interest were 22,000 registered students of the selected university in South Africa. The selected participants were registered with the university for more than a year, either at an undergraduate or postgraduate level; as a result, the sample consists of participants who have experienced the services under study. The convenience sampling method was used to select participants from the student population. The online questionnaire and physical copies were distributed physically and to second year of students' classes. The sampled students were a representative sample of all four university faculties namely, Faculty of Management and Law, Faculty of Humanities, Faculty of Health Sciences and also the Faculty of Science and Agriculture. The Raosoft calculator was used to determine 267 sample size. Self-administered questionnaires were utilised as an instrument to collect data as this is a quantitative research study. Close ended questionnaires were drafted and utilised. Questions were aligned to categories as outlined in the SERVQUAL dimensions namely, tangibles, responsiveness, reliability, empathy, assurance. A 5-point Linkert scale was used to measure the respondents' opinions and experiences. The questionnaire used was pre-tested with 10 students to determine the functionality of the data collection instrument. The quantitative data collected was analysed by utilising version 21 of Statistical Package for Social Science. For the analysis, Cronbach's Alpha was employed, a measure of internal consistency and the degree of similarity amongst groups of variables. The reliability statistics for 288 respondents are shown in table 3.1. Cronbach's Alpha for these results is 0.937, which is more than 0.7; therefore, the Cronbach Alpha indicates that it is incredibly accurate. This outcome also confirms that the questionnaire's assertion is right and reliable.

4. Results

4.1. Demographic Characteristics of Respondents

The results as exhibited in table 1 indicate that of the 288 participants, 2 did not indicate their gender status indicating that 66.7 % were Females, 32.3 % Males, 0,3% indicated as other as well as 0,7% who did not indicate their gender. Female participants had a higher participation percentage.

Table 1. Gender distribution

Gender		Frequency	%	Valid %	Cumulative %
Valid	Male	93	32.30	32.50	32.50
	Female	192	66.70	67.10	99.70
	Other	1	0.30	0.30	100
	Total	286	99.30	100	
Missing	**System**	2	0.70		
Total		288	100		

In table 2 the results indicate that participants of age group between 16-20 years were higher with 45.8%, followed by 21-25 age group with 43.0%. The other age groups percentage were as follows: 26-30 at 6.6%, 31-35 at 2.1% and lastly 35+ years at 2.4 %.

Table 2. Age Group

Age Group		Frequency	%	Valid %	Cumulative %
Valid	16-20	131	45.50	45.8	45.80
	21-25	123	42.70	43	88.80
	26-30	19	6.60	6.60	95.50
	31-35	6	2.10	2.10	97.60
	35+	7	2.40	2.40	100
	Total No.	286	99.30	100	
Missing No.	System	2	0.70		
Total No.		288	100		

As indicated in table 3, respondents registered under the Faculty of Science and Agriculture and Agriculture comprise a higher percentage of participation in the study by 68.4%, followed by participants in the Faculty of Management of Law at 16.3%, 3rd on the rank was Faculty of Humanities at 12.8% and lastly was Faculty of Health Sciences at 2.4%.

Table 3. Faculty distribution

Faculty you are registered under				
	Frequency	%	Valid %	Cumulative %

Valid	Faculty of Science and Agriculture	197	68.40	68.40	68.40
	Faculty of Humanities	37	12.80	12.80	81.30
	Faculty of Health Sciences	7	2.40	2.40	83.70
	Faculty of Management and Law	47	16.30	16.30	100
	Total	288	100	100	

4.2. The Overall Service Quality as Perceived by University Students

The Expectations and Perceptions were assessed by using the 5-point Linkert scale in which the highest number 5 represented the higher expectation or higher perception and the lowest number 1 represent the lower expectations or perception. Considering the average gap scores of expectations and perceptions across all the SERVQUAL dimensions, customer expectations exceeded their perceptions as the results show a negative overall gap scores across majority of the items. The Gap score was calculated as follows: Gap Score= Perception – Expectations.

The items that had highest expectations scores include – "When central administration staff members promised to perform a task at a certain time, they generally do so; and when a student experiences a problem, central administration admin staff members need to show a sincere interest to solve it; They (central administration office) should keep their records accurately; Registration should be timely and error free; Central Admin staff members should make information easily obtainable by the student; Central Admin staff members should always be willing to help students; Students should be able to feel safe in when transacting with central admin staff members in the counters and The central admin staff members should be polite".

The scores are however not significantly different from the other items on expectations, which means that students at the particular university have high expectations from the university's administration services offered by the Central administration offices. The items that had the highest scores on the actual service perceived by students include: "Central Admin staff members keep their records accurately; Central Admin staff members make information easily obtainable by students and Students feel safe in their transactions with Central Admin staff members in the Student service counters". The Gap score of 0 in items, Central Admin staff members are well dressed and appear neat as well as the Central Admin staff members give students personal service represent that the students' expectations were met, meaning that the expectations and perceptions are equal. According to Parasuraman et al. (1985), when Expectations are equal to Perception, perceived quality is satisfactory.

Generally, the perceptions are lower than the expectations even though the perceptions score differ by small margins. The difference between the perceptions and the expectations result in gap score. Therefore, these gaps score measure the service quality and ultimately determine the satisfaction. The largest gaps that exists in this study are: "When they undertake to perform something at a certain agreed time, they actually do so; Registration is timely and error-free; Central Admin staff members are always willing to help students; Central Admin staff members are polite with students".

In summary, the perceived quality is low (-5). This means that the quality of service they expect is not matched nor exceeded by the services they have experienced. Therefore, students are not satisfied with the administrative services offered by the university's central administration offices. Lovelock and Wirtz (2022) describe quality services as a high degree of performance that continuously meets or surpasses the customers' expectations. Similarly, customer satisfaction Customer satisfaction can be referred to as the correlation between the expected and perceived product and service quality as well as the significance of each property (Biesok & Wyrod-Wrobel, 2011). Therefore, a relationship exists between service quality level and customer satisfaction in these findings. The findings are also in support of the Gap 5 of Parasuraman et al. (1985)'s GAP model which differentiates between perceived service quality and service expectations.

4.3. Service Quality Dimensions Resulting into Satisfaction in the Selected University.

Table 4. The Average Gap Scores relative to expectations compared to Perceptions

Dimensions	Statements	Expectations	Perceptions	Gap Scores	Overall Gap Scores	Average Gap Scores
Tangibility	Q1	4	3	-1		
Ideal central administration offices should have modern equipment.	Q2	4	3	-1		
Their physical facilities (e.g. shelves) should be visually appealing.	Q3	4	4	0	-2	**-0.76**
Staff members should be appropriately						

dressed and neat.						
Reliability	Q4	5	4	-1		
When undertake to perform something by a specific time, they should do so.	Q5	5	4	-1		
Admin staff members should exhibit an honest and sincere interest in solving it.	Q6	4	3	-1		
Staff members perform the service correctly the first time.	Q7	4	3	-1		
They provide services at the specific time that they promised to do so	Q8	5	4	-1	-5	**-1.08**
They should keep their records accurately.						
Responsiveness	Q9	5	4	-1		
Registration should be timely and error free	Q10	5	4	-1		
Staff members should make information easily obtainable by the student	Q11	4	3	-1		
Staff members should give	Q12	5	3	-2		

prompt service to student.						
Admin staff members are always willing to help student.	Q13	4	3	-1	-6	**-1.13**
Admin staff members are never be too busy to assist students' requests.						
Assurance	Q14	4	3	-1		
Admin staff members are always available to respond to student's requests.	Q15	5	4	-1		
Admin staff members should instil confidence in student	Q16	5	3	-1		
Student feel safe in when transacting with central admin staff members in the counters	Q17	4	3	-1	-4	**-1.01**
The central admin staff members should be polite.						
Empathy	Q18	4	3	-1		
Admin staff members	Q19	4	4	-1		

should have the knowledge to answer student' questions.						
Admin staff members should give student individual attention.	Q20	4	3	0		
Admin staff members should give students personal service	Q21	4	3	-1	-3	**-0.64**
				Total average Gap Score		**-5**

The results in table 4 presents the overall gap and average gap score for each SERVQUAL dimension. According to Parasuraman et al. (1985), when expectations are considered to be greater than Perceptions, perceived quality is subpar and will tend toward unsatisfactory quality, increasing the discrepancy between the Expectations and Perceptions, and when the Expectations are equal to Perceptions, the perceived quality is regarded as satisfactory. While Expectations are less than Perception, perceived quality is above average and will tend towards ideal quality, increasing the discrepancy between expectations and perceptions. All average Gap scores are negative, which means the students' perceptions of the administration services of the University did not meet their expectations. Descriptions of all SERVQUAL dimensions are presented as follows:

a. Tangibility

The dimension reported the overall Gap score of (-2) and the average gap score of (-0.76). The results indicate that the students are not satisfied with the physical facilities and modern equipment of the central administration offices. In this dimension, students were only satisfied with the appearance of staff members being well dressed and appear neat. The university should improve on their physical facilities and purchase modern equipment.

b. Reliability

Reliability received an overall score of (-5) and an average gap score of (-1.08). This means that University's central administration office staff members should be reliable to satisfy the students by ensuring that when they promise to perform something for them at a particular time, they should do it; they should demonstrate sincerity and interest to solve students' problems, they should execute the service correctly the first time, and they should keep their records accurately.

c. Responsiveness

Responsiveness received an overall Gap score (-6) and an average score of (-1.13). This means that the university's central administration office needs to improve on their registration system that it must be timely and, has less errors or no errors at all; they need to give prompt service to students, willing to help them, they must never be too busy to respond to students and should make information easily obtainable.

d. Assurance

Assurance dimension received an over score of (-4) and an average gap score of -1.01. The staff members' behaviour does not instil confidence students, students do not feel safe when making transactions with central admissions office at the service counters, staff members need to be polite when dealing with students and staff members do not exhibit full knowledge when answering students' questions or enquiries.

e. Empathy

Empathy obtained an overall gap score of (-3) and an average score of (-0.64). students are not satisfied with the central admin staff's service as they do not give students individual attention, the operating hours are not convenient, students are not given satisfactory personal service and staff members do not seem to understand the specific need of their students.

The results that have been obtained from table 4.3, students perceive the quality of services rendered by the university's central administration offices to be less of what they expected across all the five dimensions. This means that students are dissatisfied with any of the dimensions. Thus, a gap exists between expected services and perceived service in all dimensions which means the University needs to improve in all the dimensions so as to close the gap and ultimately bring satisfaction to the students.

4.4. The Overall Students' Satisfaction Level with the Administrative Services Provided by Central Administration Office

In this instance participants were expected to rate the overall level of satisfaction with the services offered by the University's central administration offices using a 5-point Linkert scale.

The service that were rated include student enrolment, student finances and student records services.
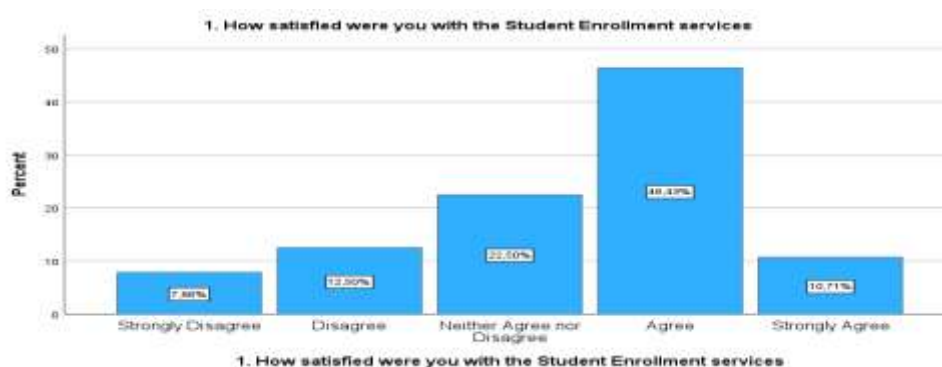
1) Student enrolment services

Figure 1. Level of satisfaction with student enrolment services

The mean score rating of the students' enrolment services is 3, meaning students cannot tell whether they are satisfied or dissatisfied. Majority of students ranked their satisfaction level at 4 with a percentage of 46.4% is satisfactory, however the cumulative percentage of dissatisfaction is at 20.4% and the cumulative percentage of satisfaction is at 57.1%. There is 22.5% of respondents who are uncertain of their satisfaction in this particular service. Disregarding the undecided respondents, this means that overall, students are satisfied with the enrolment service of the University's administrative services offered by the central Administration office which include applications for admission, registration of students and all admissions and registration enquiries.
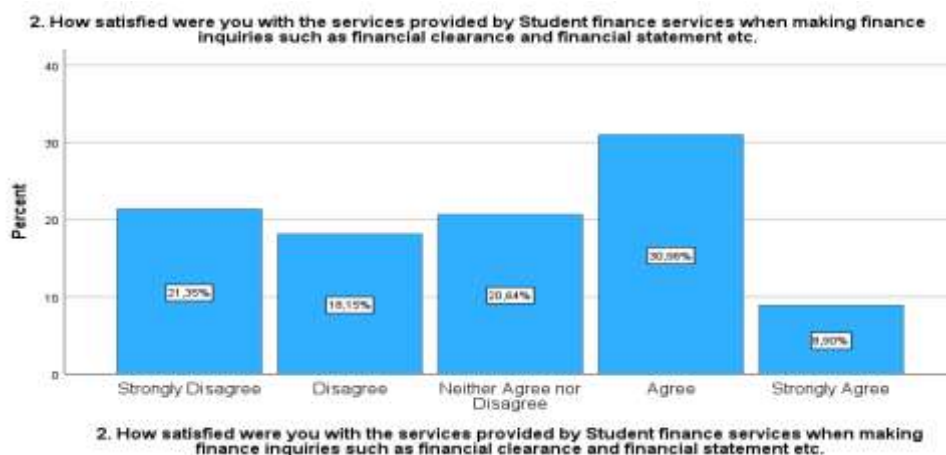
2) Student finance services

2. How satisfied were you with the services provided by Student finance services when making finance inquiries such as financial clearance and financial statement etc.

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Figure 2. Level of satisfaction on student finance services

The mean score rating of student finance service is 3 with a cumulative percentage of dissatisfied respondents at 39, 5 whilst the satisfied respondents is 39, 86%. There is a difference by a slight margin between the two meanwhile there us 20, 64% of respondents who are neither satisfied nor dissatisfied. This means that there is more or less equal number of respondents who are satisfied and those that are not satisfied with the students finance services of the university. The students finance section need to improve their services so as to have a majority of students satisfied with their services.

3) Student records

3. How satisfied were you with the service received from student records when requesting for academic transcripts

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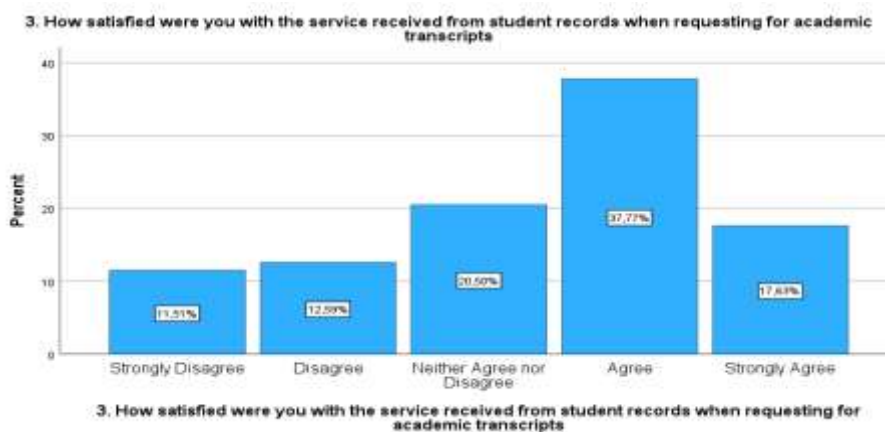
Figure 3. Level of satisfaction on student records services

The mean score rating for student services was 3 and the cumulative dissatisfied percentage of respondents is 24,16% and the satisfied respondents' percentage is 55,4% meanwhile the undecided respondents are at 20,5 %. This means that the students are satisfied with the student record services of the university which deals with issuing of academic transcripts, results enquiries and graduation certificates matters.

The overall highest respondents for the study are from the Faculty of Science and Agriculture. Considering that this is the faculty that offers computer sciences and computer related studies, it can be assumed that their knowledge of computers had an effect on their responses to the registration issue as registration is done online. Hence, they have a high frequency of respondents who agree that registration is timely and free of errors.

5. Conclusions

Results obtained from the collected data show that the expected service quality from the University's administrative services were not met according to the gap score calculations, all the scores were negative. Therefore, when expectations are not met, then customers are not satisfied. The analysis was also made based on the SERVQUAL Model dimensions, namely, tangibility, responsiveness, reliability, assurance and empathy. It was found that none of the dimensions were found to be satisfactory according to the Gap score calculations. Students also indicate in the overall level of satisfaction on the overall services offered by the central administration office that they are satisfied with student enrolment and student finance services, however equally satisfied and dissatisfied with the student records services. In general, the university needs to improve in all service quality dimensions so as to satisfy their customers, which is their students.

6. Implications of the Findings

The study indicate that the university's management needs to draw their focus in making significant efforts to improve the service quality of the central administration offices which will subsequently result into high levels of perceived service quality and customer satisfaction. It will be important for the university to invest on modern day equipment, advanced and secure technologies as well as training of staff in order to provide satisfactory services to the university's principal stakeholder and customer, which is the students. The findings also have implications on the strategies of the university with regards to administration, they need to be reviewed. Further, it will be vital for the university conducts service quality and customer satisfaction survey from time to time to gain a broader understanding on the customer satisfaction

levels against the administration service offerings on what can be done and which strategies to implement so as to achieve customer satisfaction goals. The university may need to consider providing customer and service quality trainings to administrative staff members at the Central administration offices or so that it can improve service quality and customer satisfaction. The university may need to consider employing additional administrative staff members at the central admissions office considering the number of students that the institution serves so as to improve the efficiency of the services provided by the office.

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