

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOUAL STUDIES
DEPARTMENT OF EDUCATIONAL PLANNING AND MANAGEMENT

**ASSESSMENT OF SERVICE QUALITY AND STUDENT PERCEPTION IN
PUBLIC UNIVERSITIES: THE CASE OF
ADDIS ABABA UNIVERSITY**

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Addis Ababa University
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universities: the case of Addis Ababa University**

By

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Acronyms

AAU: Addis Ababa University

UNICEF: United Nations International Children's Emergency Fund

SERVQUAL: Service Quality

SQ=P-E: Service Quality equal to Perception mines Expectation

Abstract

The aim of this study was to assess the satisfaction of the PhD students' with the quality of services provided by Addis Ababa University. To this end, descriptive survey design in which both qualitative and quantitative methods were employed was used. Accordingly, the numbers of participants in the study were 443 PhD students of which 408 were male and 35 female, 9 associate deans from 9 colleges and 6 associate directors from 6 institutes which have enrolled PhD students in their programs currently and one director from the Office of Graduate Programs. In the process of selection of samples, 20% the PhD students from the total population 2215 were selected as samples by using stratified sampling method. On the other hand, purposive sampling was used to select associate deans and director for graduate program because they are the most appropriate persons to give data since they coordinate the programs. The instruments employed for data collection were questionnaire that had both open ended and closed ended questions and semi-structural interview. The quantitative data from the questionnaire were analyzed by using descriptive statistics frequency counting and percentage. The data gathered through open ended questions of the questionnaire and semi-structured interviews were analyzed qualitatively through narrations to support the results obtained from quantitative analysis. The major findings of the study indicated that the PhD students' satisfaction is positively perceived by the PhD especially in the dimensions of advising with a mean result of 73.5, teaching quality with a mean result of 55.1 and facilities with a mean result of 45.6. The findings from the qualitative data also revealed that the PhD students are not satisfied in the other domains of the study for the fact that they complained about the poor administrative services, long bureaucracy of the financing system, lack of well-organized plan, small research fund they are provided in the university. In addition, long time taken for graduation, insufficient time allotment for their own studies and lack of proper discussion time with faulty staff are the other factors stated as causes of their dissatisfaction. Thus, the study provided recommendations to improve the condition thereby to boost the satisfaction of the PhD students in the services provided to them.

CHAPTER ONE

Introduction

This chapter deals with the background of the study, the statement of the problem, the objective of the study, the significance, delimitation, limitations and organization of the study.

1.1 Background of the Study

Education is an essential instrument to improve national and international status of socioeconomic, socio-cultural and political sectors across the globe. Hence, any nation committed to economic growth and fair treatment of its citizens has to organize and provide an efficient educational system.

In the provision of education, however, whatever curriculum change is introduced and whatever reforms are made, all will be of little or no avail without qualified and committed teachers. According to Ayalew Shibeshi (1975) who cited Miles 1975:167) states: “good curricula, creative instructional materials, efficient organization and management, modern facilities and equipment all of these contribute to the effectiveness of education.” The strength of any educational system, however, largely depends on many factors among which the quality and commitment of its teachers play an important role for its success. It was noted that Educational quality has been dependent largely on a function of teacher quality Ayalew Shibeshi (1979) cited Avalos and Hadad, 1979:156).

According to Ibrahim (2014), he cited the concept of educational quality to be known as a set of terms and conditions that must be available in the educational process to meet the needs of recipients. Educational quality is an integrated system-oriented approach geared toward fulfilling student needs. Additionally, quality is an approach to achieve performance that requires the renewal of traditional administrative methods and appears in quality academic and non-academic aspects, infrastructure, and the internal and external environments. Quality in education and enterprise, combined with the use of modern technology, indicates administrative-level quality in terms of its interaction and openness with the environment (Akal, 2008 as cited Ibrahim 2014).

In a like manner the definition of service quality can be provided from the perspective of how the consumers or users of the service judge the service based on what they may have experienced (Onditi W. 2017:328). Better and standardized output delivered by a service depend on what they may have experienced, Dyson et al, (1996:3) as cited Usman Ali, (2010). Also Zammuto et. al, (1996) as cited Onditi W. 2017:328 define perceived quality as the consumer's judgment about an entity's overall experience or superiority. Perceived quality is also seen as a form of attitude related to, but not the same as satisfaction and it results from a comparison of expectations with perception of performance.

These concepts, therefore, pave the way for better understanding of student satisfaction. The term student satisfaction is not merely dependent on the teaching assessments, but a deep analysis should be made to find out all the factors that contribute to the student satisfaction. The identification of true customers of education is dependent on whether marketing metaphors like customers and customer satisfaction can be applied to student's parents, community, employers, research community, government or society in general. A customer is the end user of a product despite who pays. Going by this definition therefore students should be the primary customers of education because they benefit most from the knowledge acquired from the process (Ntabathia Martin, 2013:2)

The customers of education should therefore be satisfied with the acquired education. But student satisfaction is a major challenge for higher education institutions and 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 the satisfied students. Abdullah (2006), as cited Onditi W. 2017:328 that higher education institutions have to incorporate student satisfaction as an important component of their management in their core business of teaching research and community service. Therefore, students are not seen as participants in the process of higher education but as customers or consumers of the process.

In Ethiopia, the growing number of higher education institutions and the ever-increasing number of students force the institutions to build such an environment which completely satisfies these students' expectations. The students' enrolment is growing many folds, as the benefits of earning a university degree become more evident, especially in the natural

sciences and technology sectors. Higher learning institutions are also considering this as a business like service industry where the main objective is to satisfy students and also to retain and maximize profit. Likewise satisfying admitted students is important for the institutions' existence by, trying to meet the needs of this ever-increasing number of students as well as the quality they are demanding at this level of education, (DeShields et al., as cited by Demeke 2014).

In recent years the provision of higher education in Ethiopia has expanded greatly. The planned expansion of higher education in Ethiopia is continuing. The intention is to continue to build capacity to achieve annual system in take of 140 thousand students by 2010 with some 25% of these being in the private sector, (Bob Cambell, 2008:28-29 cited Yizengaw, 2007). While the expansion of higher education in the country is to be welcomed as a very positive step towards accelerating national development by generating the very much needed human resources production of an increased number graduates, this in itself is not sufficient to meet the requirements of the nation. Graduates need to be equipped with the right blend of appropriate and relevant knowledge, skills and attitudes to help transform the economy and support society, (Bob Cambell, 2008:28-29).

Also Bob Cambell, (2008:28-29) stated the institutions themselves must provide the quality of service for the country and equally important. Dawit & Nesredin (2017:13) study shows that the academic staff, learning environment, learning material, non- academic staff and learning facilities are positively related to satisfaction. Satisfied students are more likely to be committed and continue their studies than unsatisfied students, who are likely to be less willing to regularly attend classes, and are more likely to quit their studies (Musse cited Jamelske, 2009; Borden, 1995). College students' satisfaction has been conceptualized in a number of ways by researchers as "satisfaction with advising" (Corts, Lounsbury, Saudargas, Tatum, 2000; Elliott, 2003; Olson, 2008; Peterson, Wagner, and Lamb, 2001), "satisfaction with an academic department" (Corts et al., 2000). They also suggest that student satisfaction is a complex yet poorly articulated notion (Musse cited DiBiase, 2004; Garcia-Aracil, 2009).

As (Dawit & Nesredin, 2017 cited Ashim, 2011) noted that there is positive relationship between satisfaction of the students with student service and their general satisfaction with

the university. While, -most of the surveys on student satisfaction revealed that highly satisfied students are more likely to exert more effort in their educational studies, to become more involved in their coursework, to regularly attend their classes and finally graduate the program where they were enrolled. 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).

Regarding student perception in Ethiopia, it has never been considered as an issue of importance by educational authorities nor regarded as a matter of survival by higher education institutions. This is evident from the fact that the impact of educational services provided by a university on the satisfaction level of its students has largely been an area that remains unexplored (Dawit & Nesredin, 2017:13). Also the researchers indicated that the case of universities tend to bundle their offerings which includes core services such as knowledge, intellectual abilities, interpersonal skills, and communication skills through regular teaching and research and augmented services that is infrastructure building, transportation/logistics facilities, libraries, labs, computer labs, hostel facilities, medical, sports, and class room facilities coupled with administrative support. It can be convincingly argued that student satisfaction with tangible and intangible offering at universities is vital for them to acquire those skills and abilities that can satisfy needs in the context of Ethiopia.

According to Addis Ababa University Academic Staff Profile 2016/17 indicated that AAU has been undertaking various reform schemes in response to dynamism in national and international educational landscape. Following recent restructuring of its institutional setup and governance system, the University currently is made up of ten colleges, and six institutes that undertake teaching and research activities. Besides, it has one language academy and four research institutes that are predominantly engaged in research undertakings. The reform undertaking in the University has resulted in an intermediate shift in the vision and mission of the University, which emphasizes to excel in research and graduate studies.

In 2016/17 academic year as statistics shows, Addis Ababa University has a total student enrolment of over 52839 and over 8625 staff (2790 academic and 5835 support staffs). It runs 76 undergraduate and 322 graduate programs 82 PhD, 189 Masters, 23 specialty and 30 sub-specialty certificate. Addis Ababa University has been undertaking various policy,

procedures and designs improvements to cope up with the quality of education. Among them emerged out the wider business process reengineering reform the University is implementing. Based on this awareness Addis Ababa University has recently established the center for Academic Standards and Quality Enhancement under Addis Ababa University Academic Vice President Office with the responsibility to lead and coordinate the quality assurance and enhancement to process in all colleges, departments and programs. However, the preliminary assessment I conducted and complain that are heard informally indicate that the service delivery is not to the required level since the university face many challenges which required more attention to overcome and implement those programs.

Besides this, Addis Ababa University is making strenuous efforts to move university education to meet international standards in the provision of high quality teaching, learning, research and service. As AAU, handbook for Higher Diploma Program (2014:2) noted that there are various long and short run initiatives aimed particularly at improvement of the quality of knowledge being imparted at the University and other higher education institutions in the country. Also as Academic Standards and Quality Enhancement Bulletin (2016:2) shows that many educational experts agree that the public services these universities render will live up to the expectations of both stakeholders and the community if the institutions are able to maintain set national and international higher education standards quality of graduate in AAU.

Moreover, at improvement of the quality all department and academic units graduate and post graduate students are required to take the online English and Qualitative entrance examination. In addition, the effort being made by the university to increase its students' enrollment rate into all its programmes of study has to still continue consistently. There is an emerging concern regarding the quality of the existing academic programmes and the entire teaching-learning process. As one of the critical inputs to enhance the university's student learning achievement both in the graduate and post-graduate programmes, in order to create a conducive and effective cooperative learning environment within the individual contexts of the university disciplines and academic units to be imperative,(ASQEO;2017). However, according to Graduate Programs Review Report (2015:15) stated that incredibly long delay to have an advisor assigned: this can take from two to four years, which is frustrating demoralizing and time consuming for no fault of the students.

Also, according to Graduate Program Review Report 2015 stated that the AAU took a shape of modern academic institute, with vision of the university aspires to be one of the top-tier graduate and research universities in Africa and as enhancing the quality of its programs is an indispensable task along with running various programs of studies. The graduates programs have been contributing to the Country's development efforts in numerous areas leading role as instructors, researchers and academic leaders in the newly emerged universities to solve the country social, economic and cultural problems. The five years planning and leading academic programs development, approval and process self-evaluation and ensuring the peer reviews of programs and academic units are conducted towards meeting acceptable standards of education and coordinating the facilitating the academic review of teaching learning, research and service is one of the mission of the Addis Ababa University, Academic Vice President Office (OASQE: 2016:9).

In light of this, as AAU handbook for Higher Diploma Program (2014:2) shows university and its academic staff should be concerned to ensure that the students graduate from their programs are prepared for the world in which they will live and work, the actively participate in the national growth and transformation. But, Graduate Programs Review Report (2015:15) noted that many of the programs were begun without sufficient core staff and other necessary resources. There are cases like one instructor "teaching" four courses similar to the 'self contained' mode of teaching in the elementary school. Thus, even the selection of topics and writing of proposals take unjustifiably much time. Any academic matters can change abruptly any time just like individual arrangements rather than rule-governed institutional affairs.

In fact, currently Addis Ababa University has established a clear and consistent mission, vision, value and strategies. Also Science 2009 and 2012 has implemented modular approach curriculum for both graduate and undergraduate students which emphasized on the prime purpose of the University college improvement. (Senate Legislation: 2013/14). But, in the Ethiopian context it is still under question mark. According to Solomon Araya, Ayalew Shibeshi and Daniel Tefera (2011:102) conclusion shows that the modular approach require a major system transformation and institution has to provide commensurate resources the change demands and appropriate guidelines for operationalizing the newly introduced activities. Besides, shortages of necessary resources host administrative and academic

problems. Thus, this study is believed to contribute its share and is believed to be highly required at this time

1.2. Statement of the Problem

Muthamia Suzanne (2016) stated that every educational institution needs to understand its internal strength and weakness, and external opportunities and threats. Higher education graduate students come from different countries with different cultural backgrounds. Students from every intake come with different needs and expectations. In order to survive and be successful, the institutions need to look into all these needs. Students now demand for the same or higher quality that they received from any other commercial establishments in terms of convenience, low cost and short duration to completion. They would also compare the educational services provided by a specific institution with other educational service provider before they make up their minds as to which is the best choice. As a result, their expectation and perception of satisfaction may differ.

Students' opinions about all aspects of academic life are now sought by educational institutions in the form of satisfaction feedback survey. Research consistently demonstrates that it costs more to attract a new customer than it does to retain one, which makes customer retention a crucial factor for the success of every business.

With a growing number of professionals returning to universities or colleges to update their knowledge, institutions of higher education are faced with new demands. Strong and effective educational system results in the greater performance of the students. The educational institutions where the system is effective and administration are willing to provide the quality services always enjoy more incoming of brilliant and talented students. In order to make the institution progressive, effective to meet the expectations of the students' academic preferences and maintain the quality of perception the educational environment should be monitored by the higher authorities of the institute (Palacio, Meneses and Perez 2002).

Besides this, Addis Ababa University has competing with many other universities in Africa and the world. Considering the whole world as a single market and every university as a competitor, one can say there is an intense competition. In addition, the services that

satisfied students in previous years may be different now especially with new technologies, techniques, skills and knowledge needed in the field of their studies. (Luca Petruzzellis, 2006), students are dissatisfied with the educational institution when the service is less than their expectations, and when the gap between perceived and expected service quality is high, and they tend to communicate the negative aspects. Thus, the preliminary assessment I conducted and complain that are heard informally indicate that the service delivery is not to the required level the university many challenges which required more attention to overcome and implement those programs.

Therefore, the study will attempts to investigate vital in service quality factors that contribute most to the dissatisfaction of the students and the possible solutions aimed at promoting knowledge of the PhD students, graduate program director and associate deans in Addis Ababa University.

Therefore, this study is designed to address the following basic questions.

1. What does the assessment of the service quality indicate to fulfill the perception of students at the Addis Ababa University?
2. What are the major factors affect of service quality for the perception at Addis Ababa University?
3. What does the Addis Ababa University do in order to improve the service quality to satisfy the existing need?

1.3 Objectives of the Study

1.3.1. General objective

The general objective of the study was to find out the status of service quality and student perception of 2nd year and above PhD students at Addis Ababa University.

1.3.2. Specific objectives

The specific objectives include:

1. To assess what how Addis Ababa University service quality to fulfill the perception of the students?
2. To identifying the major factors affecting the service quality and students perception at Addis Ababa University?
3. To explore what Addis Ababa University does in order to improve the service quality to perception the existing need?

1.4 Significant of the Study

The findings of this study would specifically be significant for the following major reasons.

- To attract students and creating efficient and effective learning environments in order to link academic success to concepts such as retention and recruitment. The changes were market driven and customer oriented- the quality improvements should lead to customer satisfaction.
- To indicate the institutions to gain student perception through delivery of excellent service values and this is an integral part in securing a sustainable competitive advantage in today international educational market.
- To indicate recommendations to Addis Ababa University administrative bodies and others university community on their focus to generate and apply the improvement of teaching and learning practice in concept of service quality and student perception.
- Identify the nature of the problem and initiate others to conduct further study.

1.5 Delimitations of the Study

Though AAU has more than 50,000 students in its different programs of regular, evening and summer, covering all the programs would have better. However, focus in on the graduate program deemed important due to time and resource limitations. Moreover, due to broadness of the study area, the study is delimited only to the PhD programs of Addis Ababa University. Furthermore, in terms of content, it covers only service quality and student perception to 2nd year and above PhD students.

1.6 Limitations of the Study

The major problems encountered during the study include: shortage or related books on higher education service quality and students perception. The other problem of the study was obtaining recent information on service quality and student perception that have been carried out in this area. Thus, the study used journals and MA thesis which is belonging to done on others university of service quality and student perception.

1.7. Definitions of Key Terms

Quality: It makes clear what institutions are required to do, what they can expect of each other, and what the general public can expect of all higher education providers. These expectations express key matters of principle that the higher education community has identified as important for the assurance of quality and academic standards.

Quality Education: Education is the process in which knowledge, skills and set of values are passed or communicated from a person to another. In the formal setting wherein learning is done in schools, the success of educators in communicating knowledge and skills depends on the quality of education they are providing to their students

Service: the action of providing or doing work for someone or an activity or the like that occupies a person earns a living; work.

Service Quality: service quality is an achievement in customer service in its contemporary conceptualization a comparison of perceived expectations (E) of a service with perceived performance (P), giving rise to the equation $SQ=P-E$. This conceptualization of service quality has its origins in the expectancy-disconfirmation paradigm.

Student: a person formally engaged in learning, especially one enrolled in a school or college; pupil:

University Student perception: University students' perception is important to institutional success in that effective institutions have satisfied 'customers' because this satisfaction supports the enrolment of additional students or 'customers'. From an institutional point of view, satisfied students are more likely to continue in their

studies (retention) and are more likely to succeed academically and this is likely to enhance the financial position and reputation of the institution. Satisfied students also make effective public relations agents.

1.8. Organization of the study

The research paper is organized into five chapters. The first chapter deals with background of the study the statements of the problems and its approach. The second chapter treats the review of related literature. Chapter three presents the methodology used in this thesis. Chapter four states the analysis and interpretation. The last chapter addresses the summary of findings, conclusion and recommendations suggested by the researcher to the problems of service quality and student satisfaction.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

This chapter presents some important points which are related to the assessment of service quality as PhD students. Theoretical perspectives of service quality dimensions and student perception in higher education institutions as well as factors affecting service quality towards 2nd year and above PhD student's perception of the university and a review of related research studies were critically discussed.

2.1. Theoretical perspectives of Service Quality and Student Perception

Recognition among customer satisfaction and service quality has remained at the forefront of many researchers in their studies. In light of this Gallifa & Batalle, as cited in Hanaysha (2011:1) stated that the service quality is one of the most important research topics for the past few decades are related with academic life such as implicit services, explicit services and physical services are delivered per the suitable standard. This is probably because student expectation increases as they have more contact with the university.

In relation to this, the academic or non-academic staffs that provided services directly to the students should be able to identify and understand different levels of student expectations across the years of their study. The service quality has a relationship to customer satisfaction but it is not exactly equal to customer satisfaction. Consumers are not only concerned with how a service is being delivered but most importantly with the quality of output they receive. Positive perception on quality of services being delivered occurs when it exceeded customers' expectations, (Hanaysha, 2011:1). Also when quality applies to services most of its definitions consider it along with customer-centered perspectives. So, perceived quality is a function of customer satisfaction (Farahmandian, et.al.2013:1).

Arokiasamy as cited in Farahmandian et.al.(2013:1) expresses that organizations and firms require to emphasize on quality as one of the most significant success factors in the industry in order to be able to create and retain a decent level of competitiveness in today's world. According to Zeithmal et al. (1996), organizations failure in realizing the customer expectations is one of the major reasons they underperform in their respective industry. In consequence, unless they manage to gain a correct understanding of the expectations and requirements of their customers, they are bound to fail. However, little research have been conducted so far on the perception level of students with regard to service quality Kimani, Kagira et al. as cited in Farahmandian et.al.,(2013:1).

The institutions can achieve student satisfaction through delivery of excellent service values and this is an integral part in securing a sustainable competitive advantage in today's international educational market Huang Binney et al. as cited in Farahmandian et.al.(2013:1). While a multitude of factors may contribute to the decision process, the one underlying factor that differentiates itself and taps into the direct experience of the consumer is service quality, (Cronin and Taylor cited in Khodayari 2011). More so for the education sector where no real products are conceivably involved; services provided will therefore be perceived as the competitive demarcation between institutions in terms of their superiority in creating unique experiences. Teaching is a service while learning is an experience.

2.2. Concept of Service Quality

According to Reeves and Bendnar (1994), the concept of quality had been evolved from “excellence” to “value”, to “conformance to specification”, and to “meeting and exceeding customer expectations”. Arambewela and Hall (2009) stated that the service quality can help organizations to attract new customers and keep their existing ones because service quality can lead to customer satisfaction. Customers' perceptions of service quality are influenced by factors such as communications from salespeople, social referrals, various types of information collected, and the credence consumers develop towards a service organization.

For service organizations, customer satisfaction is an important facet and is highly related to service quality. More and more 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 customers (Ugboma, Ogochukwu, and Ogwude, 2007). The primary characteristic of service quality is its commitment to measuring how delivery service level matches customers' expectations, which contribute to customers' satisfaction.

Service quality is a pervasive strategic force and a key strategic issue in any organization. It is no surprise that practitioners and academics alike are keen on accurately measuring and understanding issues affecting service quality delivery. It has become a critical factor in enabling firms to achieve a differential advantage over their competitors. (Muthamia S., 2016:13). Also Ahmed & Nawaz as cited in Asaduzzaman et al., (2013:1) mentioned that service quality is a key performance measure in educational excellence and is a main

strategic variable for universities to create a strong perception in consumer's mind. This means, human interaction element is essential to determine whether students consider service delivered satisfactory or not, (Hanaysha et.al., 2011:2).

According to O'Neill and Palmer as cited Asaduzzaman et al., (2013:1) service quality in educational setup had been defined as "the difference between what a student expects to receive and his/her perceptions of actual delivery". Also Parasuraman, Zeithaml and Berry as cited in Asaduzzaman et al., (2013:1) consumer perceptions of service quality results from comparing expectations prior to receiving the service and the actual experience of the service. It has been found that positive perceptions of service quality has a significant influence on student satisfaction and thus satisfied student would advise more students through word-of-mouth communications Alves & Raposo, as cited Asaduzzaman et al., (2013:1) the students can be motivated or inspired from both academic performance as well as the administrative efficiency of their institution.

2.2.1. Dimensions of Service Quality

The components and dimensions of service quality have been suggested by a number of writers. Rose Yanhong cited Lehtinen and Lehtinen (1982) who described service quality to be physical quality, corporate quality and interactive quality between service providers and customers. They also divided service quality into process quality judged by consumers during the service and output quality judged by the consumer after the service is performed. Though Gronroos (1982) suggested service quality comprises two dimensions, these being: the technical quality of the outcome of the service encounter, that is, what is received by the customer; and the functional quality of the process itself, that is, how the service is provided (Rose Yanhong 1998:104).

Also Rose Yanhong 1998:104 cited Sasser et al. (1987) suggested another sets of dimensions or factors of service quality that include: consistency, availability, attitude, security, condition and completeness. Also Gronroos (1990) suggested others such as reliability, trustworthiness, accessibility, professionalism and skill, attitudes and behavior, reputation and credibility, recovery and flexibility. In addition Schvaneveld et al. (1991) suggested accuracy, responsiveness, ease of use, emotion, environment, competence, and performances other dimensions. Mersha and Adlakha (1992) suggested that knowledge of

the service; thoroughness, consistency, reasonable cost, and willingness to correct errors also play a part in defining dimensions.

The most widely reported set of determinants or dimensions of service quality are proposed by Parasuraman and his colleagues (Parasuraman et al., 1985, 1988) stating that the service quality can be identified by five dimensions. These are tangibles, reliability, responsiveness, assurance, and empathy. Such that tangibles: physical facilities, equipment, appearance of personnel; reliability: ability to perform the promised service dependably and accurately; responsiveness: willingness to help customers and provide prompt service; assurance: knowledge and courtesy of employees and their ability to inspire trust and confidence and empathy: caring, individualized attention that the company provides to its customer.

Also Perish ability refers to services which are often produced and consumed simultaneously, that is, service processes are perishable and cannot be stored in the same way as physical goods. This provides little opportunity for objective measurements of its quality. Also, the human interaction and labor intensity involved in the delivery of most services. The heterogeneous; performance of each service process is unique. This leads to a lack of standardization, which means that service quality can vary considerably from one situation to another. (Rose Yanhong, 2011:104).

2.3. Student perception

According to Onditi Evans (2017:22) the concept of customer satisfaction is challenging to understand as the variety of the components affects intentional performance which results in one's contentment. Whereas, according to (Sim 2008:21 cited Ramsden) that the various researchers define the concept of satisfaction and acknowledge that satisfaction is the final state of a psychological process although a consensus about a generally accepted definition has not been reached. In addition, as Onditi Evans cited 2017:330, Kotler and Clarke, (1987) noted the definition of satisfaction is a state felt by a person who has experienced performance or an outcome that fulfill his or her expectation. Satisfaction is a function of relative level of expectations and it perceives performance. Also Elliot & Healy as cited in Asaduzzaman et al., (2013:130), the satisfaction concept has been defined regarding students was proposed who indicated that student satisfaction is a short-term attitude that results from the evaluation of their experience with the education service received.

Moreover, Rad & Yarmohammadian (2006) defined it as the will full accomplishment which results in one's contentment. Satisfaction plays a major role in determining the originality and accuracy of a system especially in the educational system since the higher the level of satisfaction the higher will be the level of students' grooming their skill development, course knowledge and mentality. Despite to the various definitions, student satisfaction is also considered as an effective reaction in a time referred to resulting from the assessment of the teaching services and the study support offered to the student by the university, (Asaduzzaman et al., 2013:130 cited Beerli et al.).

Furthermore, it is also viewed by Asaduzzaman et al. (2013:130) as a broad construct covering student's subjective experience and perceptions of the value experience consequently resulted as a key outcome in higher education. Also he indicated that student satisfaction is a quality enhancement tool which is designed to improve the quality of student experience. In addition, Bailey, Bauman and Lata as cited in Asaduzzaman et al. (2013:130) study shows that student satisfaction can be viewed in a way of associating various multiple factors such as campus community, advertising services, and faculty in the educational environment accounted for the variance in students' satisfaction.

According to Zeithaml (1988) citing in Usman, (2010) satisfaction is the resultant outcome of an institution's administrative as well as educational system's coherent performance. In fact students' satisfaction is an essential management variable in order to reach to the strategic survival objectives of higher learning institutions. As referred by Oliver and DeSarbo it define that student satisfaction is "the favorability of a student's subjective assessment of the numerous outcomes and experiences related with education and being shaped continually and repeated experiences in campus life". Also the student satisfaction gives a positive effect on fundraising and student motivation in higher education, (Asaduzzaman et al. 2013:130, cited Elliott and Shin).

According to Sim, 2008 citing Seymour (1993), developing many happy satisfied customers, be it students, parents of students, alumni, or company and government employers, should be a primary goal of higher education. Thus, focusing on enhancing customer satisfaction at colleges and universities is crucial in developing customer value. Besides, as (Asaduzzama 2013:130 citing Gold 2010:21), reported that students are the key customers of academic institutions. The student satisfaction has been built continuously with experiences on campus

during the college years. Because the students will be more satisfied and motivated for completing their studies the institution should strive to provide an environment which facilitates learning the institution contains proper infrastructure for educational utility accumulated with essential parameters of professional and academic development.

However, students' satisfaction with their educational experiences is not easy, but can be very helpful for the university to build strong relationship with their existing and potential students. Every academic institution must make every effort toward meeting and exceeding student's expectation in order to ensure their sustainable operation and development, (Hanaysha, et.al., 2011). The university authorities towards improving teaching system and make teachers more accountable to students formulating strategies to maintain students' competitive benchmarks, of all public and private institutions of higher education. This is because student satisfaction plays an important role in determining accuracy and authenticity of the system. The expectation of the students may go even far before they even enter and engage in the higher education (Palacio and Perez cited as Asaduzzama 2013:130).

In addition Usman 2010 cited Wachtel, (1998) the students will be more motivated, loyal and good performers if their institutions hold essential educational facilities with affective staff of teaching and training. Besides, the students' rate their course instructors' performance and the methodology of teaching as the prime indicators in their educational development and successful completion of their studies. This is because the higher the intellectual ability of the instructor the better will be the students' evaluation. The teachers' performance in the class and outside the class is a significant feature of enhancing students' impartiality, motivation and satisfaction, (Usman 2010: cited Rodie and Kleine 2002).

2.4. Service quality and student perception in higher education

Service quality research in higher education sector is new, at least, compared to that of the commercial sector. Most of the quality models that are commonly practiced in the business world have been adapted and used in the education sector (Chua, 2004). Educational institutions use certain methodologies to determine the level of their students' satisfaction regarding the services and programs they offer to better fulfill student needs and satisfy student aspirations (Qureshi et al., 2011). A service is provided by schools or teachers unilaterally but also a process of educational and learning activity process conducted by teachers and students together. Then the university will be able to fulfill students' needs

based on students' traits and desires (Majeed et al., 2008). The foreign scholars studying the service quality of higher education maintain that higher education service is one of the basic outputs of higher education, (Zhao Xiaoyang 2012:116).

According to Sultan and Yin Wong (2014:267) concluded in their study that in the higher education context, service quality seems to be measured following the same models as developed in commercial enterprises. The higher education institutes are facing tremendous competitions in attracting full-fee paying students and thus, they are moving towards marketing approach to attracting students. Studies confirm that the higher education sector can be considered a marketplace and university education a marketable service. The implication from this is that universities can only be successful as long as their student-customers are being offered something that they wish to buy, at a quality they feel is acceptable (Brown and Mazzarol, 2009; Zemsky et al., 2005). Universities are realizing that they are business entities and like others they must compete for resources and customers or students, both in the local and international market (Paswan and Ganesh, 2009).

The matter of satisfaction is what students expect from their educational institution, everything that makes them eligible to become productive and successful person in their practical lives. Such as willingness to learn, be participative and positive to work in teams, problem solving skills, analytical abilities, leadership qualities, adaptability, flexibility, ability to summarize is the key issues. These images of an institution affects students' mindset that in turn affects their decision to enroll in that particular institution that later on directly affects students' satisfaction with the institution, (Dawit, et.al. 2017:114).

Also according to Eric E. (2014) stated that Higher Education Institutions (HEIs) experience great challenges in the implementation of quality-based practices. The aforementioned researchers have defined service quality in higher education in terms of educational, administration and supporting services. However, as (Zhao Xiaoyang 2012:116 cited Shank, et al., 1995) opinion the higher education service possesses that the properties of service industries. Such as intangibility, heterogeneity and in reparability from the service transmission process variability, volatility, and students participating in service process. Student satisfaction is viewed as a good indicator of the quality of teaching at the institutions

of higher learning and is also an outcome measure of the education process (Onditi E.O., 2017:330 cited, Ramsden, 1991).

Furthermore, (Govender and Ramroop 2012 cited as in Mang'unyi Eric E. (2014), argue that in higher education a supporting environment for internal customers to understand their roles in creating a service, will impact the perceptions of service, an implication for universities to promote a positive environment that will improve perceptions of the service provider. Also high value and a focus on individual needs will raise the positive climate created by the institution (Adela, 2008). Thus, universities need to offer high quality services for differentiation and effective competition in the sector. A focus on core university functions will serve as distinct differentiators leading to quality services (Ong & Nankervis, 2012 cited as in Mang'unyi Eric E. 2014).

Higher education in developing countries has serious quality problems. In today's competitive academic environment where students have many options available to them, factors that enable education institutions to attract students should be seriously studied (Demek Lakew, 2014 cited Coelho, 2004). It is necessary to invest in quality system and tools for improvement. Therefore, this study focused on the service quality and students' satisfaction in University of Addis Ababa by analyzing factors that affect University.

2.5. Factors affecting of service quality towards PhD students perception in higher education

According to Ibrahim N. (2014:174) noted that the identification of the factors of student satisfaction entails answering questions related to students' satisfaction with educational services, how much students trust those services, and whether current students would advise prospective students to attend the institution. Interest in factors affecting satisfaction has increased in both academic and non-academic settings. This is mainly due to the fact that satisfaction affects both individual and organizational performance.

Also as Mussie & et.al (2012) cited the student satisfaction is a relevant measure because many studies have demonstrated that other factors being equal, satisfied individuals are likely to be willing to exert more effort than unsatisfied individuals. Students satisfy with the curriculum are likely to exert more effort in their educational studies by taking actions

such as regularly attending their classes and becoming more involved in their coursework and institution. Given the importance of student satisfaction levels at higher educational institutions has been a growing interest in examining factors affecting students' satisfaction.

In this study, students' satisfaction is examined as affected by three academic related factors, namely advising, teaching quality and facilities are major. Close relationships with faculty, especially as part of the advising process, are instrumental in students feeling connected to their institution. The conceptual frameworks in which the factors affecting student satisfaction are facilities, advising and teaching quality are identifying. The students' satisfaction plays a particularly important role in improving student learning outcomes. It should not be perceived as the only factor that affects student's performance in learning outcomes and effective teaching, its absence adversely impacts student satisfaction learning outcomes, (Mussie & et.al, 2012:41).

2.6. Academic advising

The term advising has broadened considerably over time from its original association with academics and course selection. Major advising theoretical models emerged from psychology and sociology in the early twentieth century and examined the interaction between the college environment and student development. Based on these theories, several strategies have been deployed to address student developmental needs, including advising, counseling, coaching, and mentoring. "Academic advising, based in the teaching and learning mission of higher education, is a series of intentional interactions with a curriculum, pedagogy, and a set of student learning outcomes. It is educational experiences within the frameworks of their aspirations, abilities and lives to extend learning beyond campus boundaries and timeframes." (National Academic Advising Association NACADA, 2006:8).

As Drake (2011:10) cited defined the academic advisor is one who "helps students become more self-aware of their distinctive interests, talents, values, and priorities. Who enables students to see the 'connection' between their present academic experience and their future life plans to discover students' potential, purpose, and passion; that broadens students' perspectives. Good academic advising also provides perhaps the only opportunity for all students to develop a personal, consistent relationship with someone in the institution who cares about them. Also the developmental model of advising not only focuses on student

learning and educational experiences, but look for to connect students' academic interests and skills with their personal and career ambitions (King, 2005). However, many of the tools and resources used in an advising relationship that overlap with those used in career offices include self-assessments, online resources related to majors and careers, goal-setting exercises, and learning experiences outside the classroom involvement and externships/internships. (National Academic Advising Association NACADA, 2006:8).

The relationship between a student and their faculty advisor is an important relationship to have. The student has an opportunity to get to know his/her professional advisor over the course of several years, making it easier for the student to address concerns or ask any questions to their advisor. This relationship can provide many benefits to the student. The relationship between a student and their advisor can contribute towards student development and in academic success for the student,(Pargett, 2001:7). The faculty advisor has many roles and responsibilities when it comes to advising students. It is stated that “Advisors are expected to share their knowledge of major and degree requirements, help students schedule their courses, and generally facilitate progress to degree in a timely manner” (Baker and Griffin, 2010, p. 2).

Beside this the faculty advisor has many roles and responsibilities when it comes to advising students. It is stated that “Advisors are expected to share their knowledge of major and degree requirements, help students schedule their courses, and generally facilitate progress to degree in a timely manner” (Baker and Griffin, 2010, p. 2). The goal in advising is not to increase or decrease a particular rate, such as decreasing the dropout rate and increasing graduation rate; rather, the goal in advising is to create a relationship with the student so that the student is getting the most out of his/her education. Lack of proper advising activities can have a negative impact on students who enroll in unsuitably advanced courses and lose precious financial aid in an unsuccessful attempt in such courses, noted (Hollis, 2009, Advisement Model 2). It implies that Not only that Administrative ignorance or neglect of advising will usually mean that students will receive less than they deserve from their college education,(Pargett, 2001:8).

In addition the types of services offered, and the advising models differ depending upon who is providing the assistance. Some smaller institutions like the, liberal arts-based maintain the traditional, decentralized model of faculty advising. While the others assign a faculty

member to every student when they moved to a centralized professional advising model, whereby professional staff is employed to teach students to plan and manage their educations and guide them through the course-selection process. The majority of institutions use a shared structure combining the professional advising model with the decentralized faculty advising function (Pardee, 2004). Recently, many universities have implemented the utilization of advising centers that help with the increase in enrollment and influx of students needing guidance. There are various models of advising which include the faculty-only model, split model, supplementary model, total intake model, and satellite model. The faculty model, where a student is assigned to a faculty member in their department, is still the most popular and widely used among all campuses.

Moreover, student retention through academic advisement in higher education can help to develop their maturity on educational and career goals when academic consultation provided effectively, (Farahmandian Sepideh et.al cited Hagen and Jordan 2008). In addition Peterson, Wagner et al. (2001) stated that positive perception of students about their institution is connected to effective academic advising and students are more satisfied when they received meaningful and effective academic counseling. Effective advising requires a holistic approach. Advisors are expected to serve as mediators and facilitators to effectively use their specialized knowledge and experience for student benefit and make referrals to qualified persons (AAU, Higher Diploma Program Handbook, 2014:336).

In addition according to Farahmandian Sepideh et.al (2013:66) who noted that the overall perceived service quality of education advising has an affirmative influence on perceived service quality. As Addis Ababa University Higher Diploma Program Handbook (2014:336) noted that academic advising assists students in the mapping and maneuvering through their educational plans, with the help to develop their academic and career goals. Also an advisor is someone who helps students becomes more self-aware of their distinctive interests, talents values and priorities, who enable students to see the present academic experience and future life plans. However, as Graduate Programs Review Report (2015: 14) stated that many advisors are rarely available to their advisees and they just but comment' on issues during their dissertations.

2.7. Teaching quality

Every country tries to develop such institutions which produce high quality professionals in every field. Higher education institutions are considering their students as customers and treating the service as a genuine business service. As satisfying the needs of ultimate customers the students of these higher education institutions are the basic customers of these institutions. They are always striving to meet the increasing number of expectations and trying to meet the high quality of service the students demanded at this higher level of education (Manzoor, 2013, cited DeShields et al, 2005).

The quality of teaching is the main factors, to be considered in student's satisfaction (Ahmad and Anwar 2000). Satisfaction related to service has an apparent dimension which is related to perception and hence emotional side. Thus the quality of the service process that resulted from the rational or cognitive process, comes about after sensing and evaluating the external stimuli, (Manzoor, 2013, cited Bitner & et.al 1990).

The quality of teaching and learning at the institutions of higher education is one of the things to be considered by students when entering the college. Since the quality of teaching and learning happens to be one of the instruments influencing students' satisfaction, the students are required to gain benefits from the experience of quality learning in line with requirements of the individual, economy, and society, (Suarman & et.al 2013:252). Quality in universities refers to a set of attributes, dimensions and characteristics that relate to university services (Naser Ibrahim, 2014 cited Majeed et al., 2008). The teaching activity involves interpersonal interactions between the teacher, learner, and the language used, which in turn change the learning attitudes of students, (Ko.Wen.Hwa 2014:11, citing Kyriakides, and Christofidou, 2002).

As Ko.Wen.Hwa 2014:11, cited Ander and Burns, (1990) argued that teaching is an activity of interpersonal interaction that involves language as communication, and can help students learn or change their learning behavior. Also Suarman & et.al (2013:252) summarize the teaching and learning processes as the main factors determining the quality of teaching; which consists of the lecturer motivation, competence, the technique of building rapport with the students, teaching tools, courses, syllabus, media, teaching methods, students; students' competence, relationship among students and instructional implementation explanation on lecture materials, task assignment, evaluation, as well as restraints in teaching.

Besides these teachers become more aware of the aim pursued by teaching beyond their own knowledge area, understand their role as components of a collective mission, and can better relate their own expectations to the institution in terms of learning outcomes. Therefore the Institution without good staff does not function efficiently or effectively. The expectation is that staff is appointed to an institution because he/she is believed to be appropriately qualified to carry out the required duties, (Haregewoin Abate (2007:38). Also, instructors need to establish good learning environments, through which to elicit learning motivation and teach learners to learn on their own, and understand how to learn by doing and do by learning, (K. W.Hwa, 2014:11 cited Vermeule and Schmidt, 2008).

In addition, as Review of Quality Teaching in Higher Education (OECD) stated that the quality teaching initiatives enhance information technology in pedagogy improvement and analyzing student-teacher interactions. If the institutions that are fully autonomous in programmed design, quality teaching initiatives help teachers and leaders to refine the aims and content of their programs. While teaching, factors such as quality, promoting common understandings of instructional guidelines and school policies among teachers, and being able to satisfy student needs and create unique and appropriate characteristics in the instructional process are important to be considered. Teachers' services and instructional goals can satisfy the expectations of students and parents, in turn eliciting student potential to achieve the educational objectives expected by students and parents (K. W.Hwa 2014:11 cited Ko and Chiu, 2011).

In universities, courses are usually grouped under diverse classifications such as college primary courses, university-wide prescriptions, essential courses and electives in major. So, when universities provide numerous course offerings for their students and provide more options and choices for them it can make students more satisfied with curriculum. Needless to say, Curriculum and university student satisfaction have a significant positive relationship. A curriculum designed with mutually supporting disciplinary courses, with and explicit plan to integrate personal and interpersonal skills, and product process and system building skills, play an important role in their satisfaction. (Farahmandian Sepideh et.al cited Tessema and Ready 2012).

2.8. Facilities

Higher educational institutions try to improve their teaching and physical facilities to attract more students' in this challenging and competitive educational world. Thus, strong academic performance can be acquired through giving preference for proper identification of existing facilities. Service quality in terms of campus facilities, technology, teaching, academic staff, relationships and administration is being evaluated from the angle of students regarding student expectation and satisfaction which result in institutional performance (Coskun L., 2014:491).

A university and its campus is a heterogenic environment with the purpose of supporting the functions of the university and the versatile needs of its most central users: staff and students. The facility resources of the university and their management thus play an important role in achieving the goals of the university by providing the users with versatile learning environments and an effective infrastructure as a basis for the university functions.

Campus facilities are necessary to satisfy students in terms of student retention, because, they spend most of their time there and influenced by the physical facilities. So, students attach importance to physical facilities. Particularly, they have the right to demonstrate attitudes to the existing facilities and system, (Coskun L., 2014:480). The following factors such as: campus facilities, technology, teaching, academic staff, relationships and administration of this survey are compatible with the suggestion of Cunningham, (2007), as he says that one is satisfied with an activity or object when his or her needs are met. If the effectiveness of institution in terms of educational performance is prioritized and also due importance is given to satisfy the needs of the students, as a result, students are motivated to perform better performance.

Facilities are not primary motivators in a student's decision to pursue higher education. However, they are important. Sallies (2002) has developed a quality indicator checklist which shows what the physical environment and facilities in higher educational institutions must have both qualitative and quantitative measurements. These include availability of infrastructural development programs such as facility provision, adequacy of the facilities in terms of proximity and relevance to purpose. The infrastructural development must be of international standard to attract local and foreign students, staffs and must be environmentally safe and of high sanitary standard. The standards of education quality

internationally become more difficult and also required continuously improving and upgrading the level of education quality seems to be necessary. As Coskun L., 2011 cited Mai, (2005) says that students have more freedom of choice in terms of higher education, for there is a convergence of international employment needs, technological advancement, and qualifications due to speedy information exchange.

Facility dimension is mentioned as tangibles, appropriate features, and physical issues. Besides, there are studies which modify these dimensions to several particular dimensions known as entertaining facilities, and computing facilities (Athiyaman 1997, Ford, Joseph et al. 1999, Sohail and Shaikh 2004). The physical facilities of the higher education institutions contain the lighting of the lecture halls, campus building appearance, design of lecture halls, and cleanliness of the campus as well the basement of the classrooms and study rooms. Aldridge and Rowley (1998) represent that, physical facilities such as library services, technology facilities, and lecture rooms have a significant effect on students' educational experience. Overall students perceived service quality can be affected by students' abilities through accessing to facilities offered by their higher education institutes.

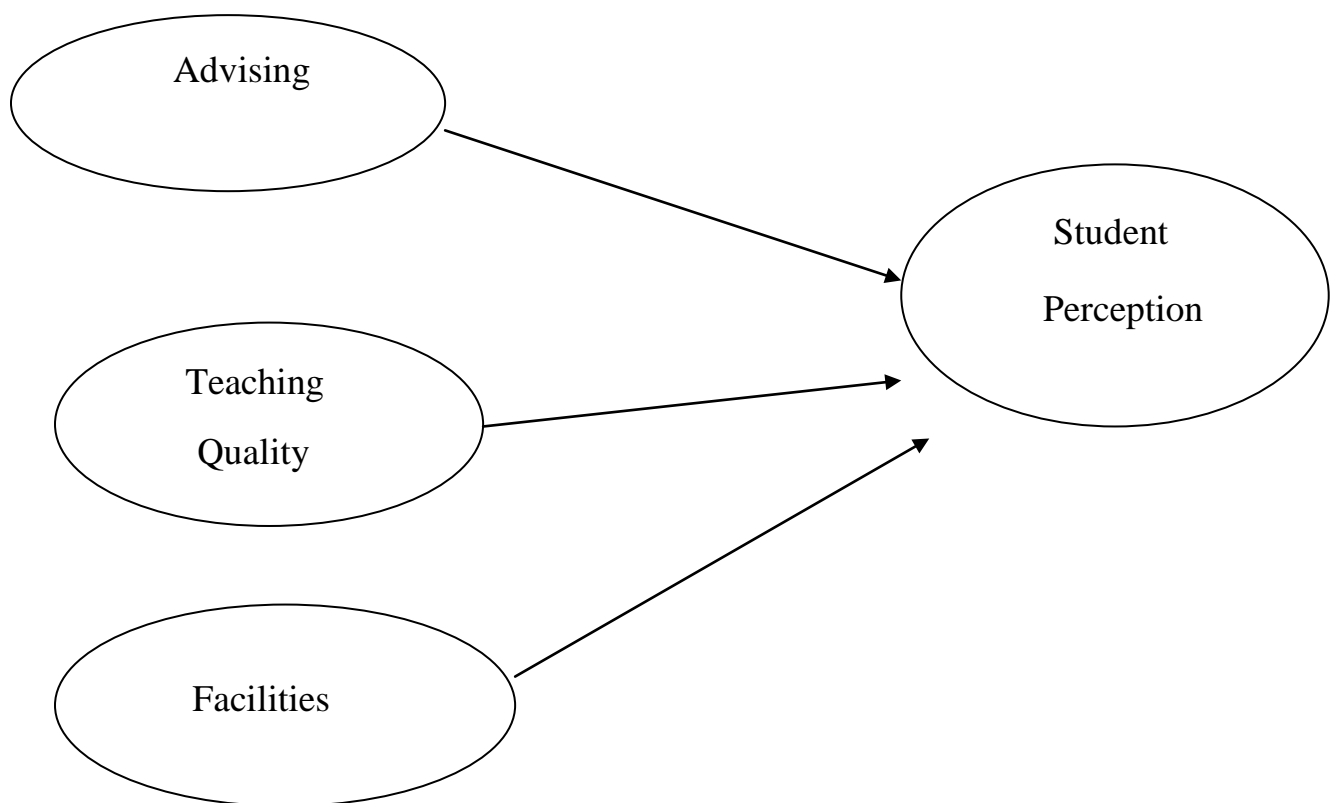
Accessibility to facilities includes comforting access to the computer facilities, laboratory facilities and classroom facilities. Also the development of institutional environment that is safe, clean and conducive give students a sense of belonging, pride and beauty which is needed to develop a high level of maintenance culture. This is to mean that improving the facilities in such a way that is more students centered. In controlling allocation and utilization of resources, the institutional administrators should ensure that due process is maintained in utilizing the benefits accruing from development partners especially as it concerns environmental hygiene and safety, (Musa Mohd Fauzee. et.al 2012).

2.9. Conceptual framework of the study

A research is developed to find out the relationships between service quality and the satisfaction of PhD students of different Colleges and Institutes in Addis Ababa University. The Conceptual framework of fundamental issues indicates the vital process, which is useful to show the direction of the study. The study shows the relationship between the three service quality dimensions and student satisfaction. Also the study focuses on perception of service quality and its impact on student satisfaction were examined through a research.

The research conceptual framework is as follows.

Figure 1. Conceptual frameworks



2.10. A Review of Related Research Studies

1. Usman (2010) a researcher who conducted a study that analyzes the impact of different quality services on student satisfaction in higher educational institutes of a big division of Punjab province of Pakistan. Both public and private sector institutes are included in this study. Data were collected from 240 students of business courses either enrolled in master program or graduation program. Sample comprised of both male and female students in equal ratio. The results show that students are overall satisfied with services of Tangibility, Assurance, Reliability and Empathy but not much satisfied with parking facilities, computer labs, cafeteria services, complaint handling system. Recommendations and implications for policy makers are discussed and guidelines for future research are also provided.
2. Hanaysha (2011) is another researcher who conducted a study on “Service Quality and Students’ Satisfaction at Higher Learning Institutions: The Competing Dimensions of Malaysian Universities’ Competitiveness” The study found significant relationship between the five dimensions of service quality (tangibility, reliability, responsiveness, assurance, and empathy) or SERVQUAL and students’ satisfaction through questionnaires and group discussion. The findings generally indicate that the majority of students are satisfied with the facilities provided by universities. Such findings should help universities make better strategic plan as to enhance students’ satisfaction in particular and its overall performance in general. The results indicated that all the five dimensions of service quality were correlated with student satisfaction.
3. Another researcher is Onditi (2017) who conducted a study on Service Quality and Student Satisfaction in Higher Education Institutions of the reviews of the literature and its influence on student satisfaction. The study were included the Gap Model of service quality and the hierarchical service quality model. The empirical studies have indicated that there is no consensus among authors on the dimensions that should be used to evaluate service quality in the higher education sector and hence different dimensions and measurement scales have been used by different authors. This study concludes that service quality in higher education has a significant influence on student satisfaction and therefore higher education institutions should put in place mechanisms to collect student feedback to enable them to determine the service quality dimensions of interest to their students so that they can make the necessary improvements on the relevant service quality dimensions.

4. Dawit (2017) also another researcher who conducted a study on the objective of Investigate the level of satisfaction of undergraduate students enrolled in regular program Dire-Dawa University of service quality perceived by the students. The study used cross-sectional design and data were collected from students of all colleges/institutes in the university using stratified random sampling technique. Results indicated that almost half of the students studying in the university are satisfied with the program diversity and alternative departments. Also the researcher suggests that as the students satisfaction with the facility available increased by one score the students general satisfaction with the university increased by nearly two fold (OR=1.906, 95% CI=1.35, 2.68) controlling for satisfaction with academic staff quality and assessment system. Therefore all stakeholders involved in both quality enhancement and expansion should take action on facility provision of the university.
5. Demeke (2014) is a researcher who conducted a study that investigates the Students' Satisfaction with Service Quality in Higher Education Institutions considered the regular under graduating students of Gondar University, Ethiopia. The study was used chi-square test of association and ordinal logistic regression was used for data analysis. The findings from this study showed that the interaction quality (faculty and staff advising and classes) are positively related to the outcome quality (university experience) and ultimately influence student satisfaction. Based on this work the author identified that the faculty advising comes first in increasing the satisfactions of student regarding University experience and staff advisory comes second and then classes environment, and ultimately courses organization and university experience comes first and second respectively in increasing current levels of students' satisfaction.

The studies reviewed share similarities with the present research; they focus on service quality and student satisfaction in Higher Education Institutions. Besides, they qualify research they applied questionnaire. However, the studies reviewed deal with topics that are different from the one the present researcher investigated. Furthermore, Dawit analyzed the satisfaction of undergraduate students enrolled in regular program Dire-Dawa University of service quality perceived by the students. Also Demeke analyzed regular under graduating students of Gondar University, Ethiopia. Also Hanaysha analyzed Competing Dimensions of Malaysian Universities. Also Evans where analyzed the reviews of the literature and its influence on student satisfaction. Whereas, the present study researcher is concerned with

2nd year and above PhD students' at Addis Ababa University of all Colleges and teaching institutes.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

The research design and methodology of this paper is presented in this section.

3.1. Research Design and Methodology

In this research study a descriptive research design was employed to collect data from the respondents. The researcher has used both quantitative and qualitative approaches; because they are appropriate for assessing service quality and student satisfaction on the data obtained from a relatively large number of respondents. Quantitative research generates statistics through the use of research methods, using such as questionnaires.

The study also has a qualitative nature. Qualitative research explores attitudes, behavior and experiences through such methods as interviews. It attempts to get in-depth opinion from participants used semi-structured interviewing. Dawson (2002:40)

3.2. Sources of Data

The primary data sources were obtained from all college and teaching institutes which enroll 2nd year and above PhD students. From 10 colleges 9 colleges were selected that have enrolled PhD program but, College of Performing and Visual Art is not included because it has no PhD program yet. Also 6 teaching institutes were selected from 11 institutes because the other 5 are research institutes.

The secondary sources of the data were Addis Ababa University Organizational Handbook; Addis Ababa University Graduate Programs review report, Senate Legislation, Academic standards and quality enhancement bulletin and Higher Education Proclamation JULY(2009).

3.3. Sample and Sampling Techniques

The total target population of the study was 453 respondents, 408 male and 35 female PhD students, 8 male one female Associate Dean and one director from Graduate Program.

1	College of Business & Economics	4	64	68	14	6	2.3
2	College of Development Studies	7	95	102	20	2	10
3	College of Education & Behavioral Studies	7	189	196	39	9	4.3
4	College of Law & governance	-	31	31	6	3	2
5	College of Health Science	8	128	136	27	11	2.5
6	College of Humanities, Language Studies, Journalism & Communication	43	313	356	71	10	7.1
7	College of Natural Science	52	576	628	126	14	9
8	College of Social Science	9	165	174	35	9	3.8
9	College of Veterinary Medicine and Agriculture	3	64	67	13	6	2.2
10	Addis Ababa Institute of Technology	10	160	170	34	12	2.8
11	Akililu Lemma Institute of Pathology	3	27	30	6	1	6
12	Ethiopian Institute of Architecture and Building Construction and City development	6	40	46	9	2	4.5
13	Ethiopian Institute of water Resource Engineering	7	72	79	16	2	8
14	Institute for Peace & Security	8	61	69	14	3	4.6
15	IT Doctoral	6	57	63	13	6	2.1
	Total	173	2042	2215	443	96	

Source: Addis Ababa University, Registrar, Graduate program PhD List 2016/17

3.4. Instruments for Data Collection

3.4.1. Questionnaire

Concerning the questionnaire, one type of questionnaire was prepared. The questions were for PhD students. The questionnaire has five parts. The first part deals with background information of the respondents. The second part of the instrument focused on the assessment of service quality at Addis Ababa University. The third part also deals with the factors that affect service quality of the PhD student's satisfaction. The fourth parts of the questionnaire focus on the condition of Addis Ababa University service quality to satisfy PhD students. The final part has general questions.

In the second part of the questionnaire, instruments were drawn from five existing scales with a rating of 1=Strongly Disagree, 2=Disagree, 3 =Neutral, 4=Agree, 5=Strongly Agree. In this part the questionnaire was prepared to gather information to identify the dimensions of service quality in three units of view. The first one focused on advising. In this part 7 questions were included. The second and the third units focus on teaching quality and facilities. In these units there are 13 items and 6 items in each unit respectively.

The third part of the questionnaire was prepared to gather information on the factors of affecting the PhD students' satisfaction in the two units of view. The first one focused on institutional factors. In this part 9 questions were included. The second unit focuses on individual or students factors. In these units 6 questions are drawn from five Likert scales with a rating 1=Very Poor, 2= Poor, 3= Acceptable, 4=Good, 5= Very Good.

The fourth part of the questionnaire was prepared to gather information on what the service quality shall do to improve Addis Ababa University services to its students. In this part 7 items were drawn from five scales with a rating 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4=Agree, 5= Strongly Agree. The fifth part of the questionnaire contains open-ended questions dealing with general questions on 2nd year and above PhD students to get adequate and relevant information from respondents. In this part 3 items were included.

3.4.2. Interview

The interviews were facilitated by the researcher herself. The interview items revolve around the objectives of improving service quality and PhD students' satisfaction to meet the university objectives, vision and mission.

In order to get more information that support the data collected through questionnaire, semi-structured interviews were used with nine respondents selected from associate dean but seven associate dean for graduate program administered , College of Business and Economics, College of Health Science, College of Humanity, College of Natural Science, Collage of Social Science, College of Veterinary Medicine and Agriculture, Institute of Technology and one director from graduate program because he has been guiding PhD students thus he is familiar in the university. These types of interview were used to get specific information and to compare and contrast information gained. Specific types of questions were addressed to associate deans and director of graduate program for this purpose. Each interview question had 5 items in it. The interviews were administered face to face for 90 minutes in Amharic language for detailed discussion without using audio record with each interviewee.

3.4.3. Document Review

Document analysis was used to obtain relevant information on service quality and PhD students' satisfaction at Addis Ababa University. Such support documents were Addis Ababa University Organizational Handbook, Academic Staff Profile (documents prepared by the University), Addis Ababa University Graduate Programs review report, Senate Legislation and Higher Education Proclamation July /2009.

3.5. Procedures of Data Collection

Data collection procedures were applied with the permission of concerned body in AAU and willingness of the respondents of 2nd year and above PhD students. There were 443 questionnaires distributed to all 2nd year and above PhD students with clear description about the purpose of the study. The researcher provided target respondents with questionnaire to be filled. The questionnaire was distributed to each subject students. There were nine associate dean administered for interviews on and directors for graduate program. The interviews took place face to face on arranged time set by the respondents.

3.6. Data Analysis Techniques

The data gathered through questionnaires were organized in table form. The data were analyzed using SPSS 22 version. Descriptive statistics, frequency counting and percentages used to show the value of categorical variable and analyze the demographic characteristics of the respondents. These tools help to determine the number and characteristics such as College/institute, sex, age and academic rank of advisor. Furthermore, frequency counting and percentage were used to determine students who have advisors or not, and year of teaching experience to show the number of respondents whom PhD students taught in higher education. Frequency tables were used for items of the rating scale questions to describe the data of association needed to investigate statistically significant to outcomes compare their view of service quality major challenges. In the analysis of qualitative data, the researcher described the information through narrative for the open-end questionnaires and interview responses.

The data collected on questionnaire from 2nd year and above PhD students of service quality dimensions were analyzed separately, because there were difference views between the three dimensions. The data collected from respondents were analyzed by value of categorical variables statistics separately. To show the practices of advising, teaching quality and facilities of the total score of respondent was compared with respondent's score obtained from questions. The comparison revealed the percentage of the obtained score.

The institution and individual factors of PhD students focused on personal views of respondent factors. The questions were analyzed by using N% summery row percentages for each question. As for the status of PhD students' satisfaction on service quality were analyzed together and the responses of respondents would be show their view.

3.8. Ethical Consideration

Research ethics are specifically concerned with the analysis of ethical issues that are raised when people are involved as participants in research. In light of this, the researcher has tried to clearly inform the participants about the purpose of the study that aimed only for academic purposes. For this reason the researcher explained the objectives and significance of the study to the respondents and allowed them to exercise their right for the voluntary participation. To avoid any psychological discomfort and harm, questions were framed in a manner that is not unpleasant and disturbing. The participants were assured that the information they provide would be kept confidential. The researcher avoided information that requires identification of names of respondents.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of the data gathered through different instruments, mainly questionnaire and semi-structured interview. The summary of the quantitative data is presented in tables. Besides, the data collected through interview and open-ended questions have also been analyzed. Also the data collected from the sample of Addis Ababa University 2nd year and above PhD students through questionnaires, interviews were for associate deans' and Director for graduate program summarized and presented.

Item one scores for each category were arranged under five rating scales. The range of the rating scales were strongly agree=5, Agree =4, Neutral =3, Disagree =2 and strongly disagree=1. For the purpose of analysis, the above 5 rank responses of closed ended questionnaires were grouped and labeled into three categories that is, agree, neutral and disagree. In categorizing the rating scales, the frequency and percentage results of 'strongly agree and agree' were combined into 'Agree' and the results of 'strongly disagree and Disagree' were merged to 'Disagree'.

Also the second item scores for each category were arranged under five rating scales. The range of the rating scales were Very good =5, Good =4, Acceptable =3, Poor =2 and Very poor =1. For the purpose of analysis, the above 5 rank responses of closed ended questionnaires were grouped and labeled into three categories that is, Very good, acceptable and poor. In categorizing the rating scales, the frequency and percentage results of 'very good and good' were combined into 'Good' and the results of 'Very poor and poor' were merged to 'poor'.

The overall results of the study as well as respondents 'personal background or profiles are clearly presented below.

4.1. General Characteristics of the Participants

Four hundred forty three questionnaires were distributed to the respondents of PhD students. Only 83.52 percent (370) copies were filled out and returned. The remaining 16.48 percent (72) were not returned due to different reasons. Few PhD students were out of the town for

fieldwork research; few were very busy and few were not willing to fill and return the questionnaire. Nine Associate Dean and one director from graduate program were participated on interview. Among nine interview respondents eight of them male, and one female associate deans and one is Director for graduate program, 87.5 percent seven of them have properly participated and gave the required information on the issues under investigation. In general, 83.6 percent of respondents participated to the issues raised in questionnaire and semi-structured interview. Therefore, the total response rate was sufficient and safe to analyze and interpret the data.

4.1.1. Respondents' distribution by sex, and age,

This section covering a descriptive statistical presentation summarizing the data based on the number of respondents from all colleges and institutes through frequency and percent as follows.

Table: 2 Category by gender and age

No.	Item s	Male		Female		Total No.	Total %	
		Number	%	Number	%			
1	Gender	331	89.5	39	10.5	370	100	
2	Age	below 30	36	67.9	17	32.1	53	14.1
		30-40	236	92.2	20	7.8	256	69.5
		41-51	55	16.6	2	3.5	57	15.4
		above 52	4	1.2	0	0.00	4	1.1

With regards to sex composition of sample respondents for the purposes of this study as indicated in the table 2, item one, 89.5 percent (331) of them are male the rest 10.5 percent (39) of them are females. From this data, it can be clearly seen that the majority of respondents in this study were male because female are low in number in PhD study.

As it can be seen from table 2, item 2 above, the total 331 male and 39 female sample respondents age grouping distribution were, 67.9 percent (36) male and 32.1 percent (17) female respondents with their age is below 30 years, between the age of 30 and 40, 92.2 percent (232) male, and 7.8 percent (20) female. The rest 16.6 percent (55) male, 3.5 percent (2) female respondents were between ages 41 to 51 age categories. Above 52 year old age categories were 16.6 percent (4) only male were found.

Per the findings of the analysis indicated, the majority of sample respondents are between categories of 30-40 years old. On the other hand, the minimum numbers of PhD male and female age groups were found above 52 years old. This shows that in this study PhD students are in the productive age group.

4.1.2. Respondents' distribution who have advisors or not, advisor academic rank and PhD student teaching experience

Table : 3. PhD students who have Advisors or not and year of teaching experience

No	Items		Number	Percent
1	PhD students who have advisors or not	Yes	361	97.6
		No	9	2.4
		Total	370	100.0
2	Advisors Academic rank	Asst. Prof.	141	38.1
		Assoc. Prof	137	37.0
		Professor	92	24.9
		Total	370	100.0
3	PhD student teaching experience in year	1-5	153	38.1
		6-10	164	37.0
		11-15	47	24.9
		above 16	6	100.0
		Total	370	100.0

As can be inferred from table 3, item one, regarding PhD students who have advisors or not, from the total 370 sample respondents, 97.6 percent (361) has advisors, 2.4 percent (9) has no advisors. This shows that the majority of respondents do have advisors. This indicates that only few 2nd years PhD students have no assigned advisors. This is because some department do not assign advisor for 2nd year PhD students.

As to the level of Academic rank position of the respondents, table 3 item 2, shows that 38.1 percent (141) Assistant Professor, 37.0 percent (137) are Associate Professors, and 24.9

percent (92) are Professor. This show that the majority of the respondent with Assistant Professor Rank.

As the data information shows all 2nd year and above PhD students respondents in this study have higher education teaching experience. Regarding to service year information of the respondents as indicated in table 3, item 3, 41.4 percent (153), 44.3 percent (164) and 12.7 percent (47) of them had 1 to 5 years, 6 to 10 years and 11 to 15 years of work experience respectively. The rest 1.6 percent (6) had worked in the higher education institution above 16 years. This shows that the majority of respondents are more or less experienced.

4.2. Discussion and Analysis of all College and teaching Institute PhD Students' Participation on the Dimension of Service quality

4.2.1. Advising

This section analyses the actual practice of service quality and 2nd year PhD student satisfaction on the dimension of advising in all College and teaching Institutions at Addis Ababa University. It is good to note that the higher education overall solution will not be completed unless academic advising became an integrated part of the process. The total solution of the advising process deals with discussions, opinions and experiences sharing within the applicable rules and regulations of the university. Therefore data were collected from selected colleges and institute to assess the practices and challenges. The data were analyzed by using custom table of N% summary statics row in percentage as follows

Table: 4. PhD student's perception toward advising Service

No	Items	Strongly disagree		Disagree		Neutral		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%	N	%
1.	Positive relationship	4	1.1%	19	5.1%	49	13.2%	128	34.6%	170	45.9%
2.	Convenient hours and days of the discussion	20	5.4%	26	7.0%	74	20.0%	131	35.4%	119	32.2%
3.	Willing to help	9	2.4%	26	7.0%	59	15.9%	136	36.8%	140	37.8%
4.	Show politeness consistently	8	2.2%	26	7.0%	53	14.3%	142	38.4%	141	38.1%
5.	Having university experience in advising	13	3.5%	20	5.4%	47	12.7%	116	31.4%	174	47.0%
6.	Encourage confidence through proper behavior	8	2.2%	25	6.8%	67	18.1%	149	40.3%	121	32.7%
7.	Provide integrity of continuous assessment procedures	12	3.2%	33	8.9%	85	23.0%	124	33.5%	116	31.4%
	Total	2.8		6.7		16.8		35.7		37.8	

As shown in item 1 of table 4, 6.2 percent (23) disagree, 13.2 percent (49) Neutral and 80.5 percent (298) agree, that having positive relationship with the respondent. This shows that the majority of respondents agreed. This also implies that students and advisor have good relationship. In addition as information from open-end question “How to express the effectiveness of the service delivery?” some students indicate that advisee and advisors have good communication. However on the other side some students imply as there is a shortage of advisors as a result of which no advisor was assigned to them.

Item 2 under, table 4 it is indicated that having convenient hours and days of the discussion. 12.4 percent (46) said that disagree, 20.0 present (74) Neutral and 32.20 present (250) agree. This reveals that the majorities of the respondent are agreed

Concerning item 3 of table 4, regarding advisors willingness to help PhD students that 9.4 percent (35) disagree, 15.9 percent 59 neutral and 74.6 percent (276) agree. This indicates that majority of advisors have willing to help students eagerly.

Furthermore, as can be seen from table 4 item 4, regarding advisors showing politeness consistently to their PhD students, 9.2 percent (34) disagree, 14.3 percent (53) neutral and 76.5 percent (283) agree said that. This show that majority respondent agreed as their advisors showing politeness consistently.

Item 5, in table 4 shows that having university experience in advising 8.9 percent (33) disagree, 12.7 percent (47) neutral and 78.4 percent (290) said that agree. This indicates that most of advisors having university experience in advising.

The data in table 4, item 6 shows that encourage confidence through proper behavior. 9.3 percent (33) disagree, 18.1 percent (67) neutral and 73.0 percent (270) said that agree. These indicate that the majority of respondents agreed that advisors encourage confidence to their advisee through proper behavior.

Concerning item 7, table 4, 12.1 percent (45) disagree, 23 percent (85) neutral and 64.9 percent (240) agree as advisors providing integrity of continuous assessment procedures. These indicate most of students agreed that their advisors follow integrity of continuous assessment procedures.

When we see collectively, the 73.5 percent of respondents agreed on the dimensions of service quality of advising effectiveness through students' satisfaction. Besides this 16.8 percent respondents indicate reservation. However, 9.5 percent respondents disagreed on the dimension of advising. In addition on the open-end questions that request "what do you think are the main reasons of dissatisfaction on service of the PhD Students?" the information obtained from the open-end and interview shows that 'some advisors are not critically observing their students properly as a result poor follow up or mentorship from advisors were experienced. But a frequently followed PhD student as part of the advisor activities will encourage the PhD students to exert his/her maximum effort. In addition it was noted that the number PhD candidates do not balance with the advisors.

4.2.2. Teaching Quality

The features of teaching-quality dimension, is the main factor in the complexity of the student learning process that assist the classroom instruction and to guide the improvement of the teaching and learning process. The relationships of teaching qualifications and student achievement as well as classroom performance of students' depend on the knowledge and teaching effectiveness. Addis Ababa University faculties are much more experienced on their proficient in teaching, while some excel mainly in the classroom. In light of these, the researcher attempted to examine the service quality and satisfaction of 2nd year and above PhD students in view of teaching quality dimension. Data were analyzed by using custom table of N% summary statics row in percentage as follows.

Table: 5 Summary of PhD student's perception toward teaching quality

No.	Teaching Quality	Strongly disagree		Disagree		Neutral		Agree		Strongly Agree	
		N	%	N	%	N	%	N	%	N	%
1	The program design consider the needs of stakeholders and students	13	3.5%	41	11.1%	65	17.6%	144	38.9%	107	28.9%
2	The curriculum has considered as one of the factors of perceived service quality by students	20	5.4%	34	9.2%	65	17.6%	137	37.0%	114	30.8%
3	The curriculum organized in promoting student learning and achievement	32	8.6%	48	13.0%	108	29.2%	128	34.6%	54	14.6%
4	Staff have the proper knowledge and competence to answer students requests	23	6.2%	47	12.7%	101	27.3%	145	39.2%	54	14.6%
5	The courses organized to carry out your teaching and learning effectively	26	7.0%	54	14.6%	94	25.4%	135	36.5%	61	16.5%
6	The lectures drawn upon the research, scholarship or professional activity	14	3.8%	53	14.3%	81	21.9%	150	40.5%	72	19.5%
7	The evaluation of teaching and learning to take consequent action	17	4.6%	49	13.2%	94	25.4%	160	43.2%	50	13.5%
8	The program encourage the development of an increasing intellectual challenge, skills, knowledge and conceptualization among learners	17	4.6%	49	13.2%	106	28.6%	146	39.5%	52	14.1%
9	The learning outcomes clearly reflect the level of award	15	4.1%	57	15.4%	92	24.9%	152	41.1%	54	14.6%
10	Selection of Learning Resources of the effectiveness of professional development is clearly indicated that support service quality	12	3.2%	40	10.8%	104	28.1%	133	35.9%	81	21.9%
11	Visually appealing materials associated with the student teaching learning process	13	3.5%	41	11.1%	112	30.3%	150	40.5%	54	14.6%
12	Staff have professional appearance / image	23	6.2%	67	18.1%	110	29.7%	128	34.6%	42	11.4%
13	University has provide up-to-date equipment and technology to PhD student	24	6.5%	59	15.9%	127	34.3%	110	29.7%	50	13.5%
	Total	5.6		13.2		26.1		37.6		17.5	

As shown in table 5, above, in item 1, where the program design considers the needs of stakeholders and students, 14.6 percent (54) disagree, 17.6 percent (65) neutral and 67.8 percent (251) agree. This indicates that the majority of respondents' response has agreed on the program design considering the needs of stakeholders and students.

As mentioned under item 2, table 5, the curriculum has considered as one of the factors of perceived service quality by students where. 14.6 percent (54) disagree, 17.6 percent (65) neutral and 67.8 percent (251) agree. This implies that the majority of respondents said that it is agreed. Also student respondents on the open-end questions noted on the question "what do you think are the main reasons of dissatisfaction service of the PhD Students?" some of curriculum is not well organized' to the level of technology delivery of the program. This indicates that there should be need for revision of curriculum to attract stakeholder participation to get more attention for increased research fund.

Concerning item 3, in table 5, the level of the curriculum organized in promoting student learning and achievement, 21.6 percent (80) disagree, 29.2 percent (108) neutral and 49.2 percent (182) agree. As the findings of the analysis indicated the majority of respondents felt that it is acceptable per their standard. But on open-end information obtained indicated their suggestion on program review and should have to continue to improve the curriculum to reach to their expectation.

As can be seen in table 5 item 4, considering if staffs have the proper knowledge and competence to answer students' requests, 18.9 percent (70) disagree, 27.3 percent (101) neutral, 53.8 percent (199) agree. This reveals that the majority of respondents agreed that staffs have the proper knowledge and competence. However on the open-end question that ask 'suggestion your opinion on service quality' some students indicated that teachers and other staffs work hard for real change being a role model for the students.

Regarding item 5 in table 5, and on the request whether the courses were organized to carry out your teaching and learning effectively, 21.6 percent (80) disagree, 25.4 percent (94) neutral and 53.0 percent (196) agree. This indicates that the majority of PhD student agree on teaching and learning effectiveness. But, on the open-end question."How is the effectiveness of the service

delivery of the faculty?” the information obtained was that there is a lack of well-organized plan while opening different department without considering the available service and facilities to achieve program objective.

As it is indicated in table 5 item 6, which needs responses on the lectures drawn upon the research, scholarship or professional activity, 18.1 percent (67) disagree, 21.9 percent (81) neutral and 60. Percent (22) agree. This shows that the majority of the respondent agrees on professional activity. While, on the interview question “what do you suggest for the improvement of the service quality of the PhD program?” the interview information indicates that research budget should be improved. Moreover, on the open-end information obtained that some PhD student in order to finish their research they must go abroad to work in laboratory but there is a shortage of fund so they will be delayed to complete their study. In addition the living cost in Addis Ababa is very high and the research environment is not to the standard due to shortage of fund and lack of local supplies for research students’ in order for the research work to be completed and qualified for their achievements.

As shown in table 5, above, in item 7, concerning the evaluation approach of teaching and learning to take consequent action, 17.8 percent (66) disagree, 25.4 percent (94) neutral and 56.7 percent (210) agree. This implies that the majority of the respondent agrees on the evaluation methods of the teaching and learning to take consequent action. But student respondents on the open-end questions the requests “what do you think are the main reasons of dissatisfaction service of the PhD Students?” the information obtained shows’ that without any facility students are expected to come with results and finishing on time’.

Item 8, in table 5, 17.8 percent (66) disagree, 28.6 percent (106) neutral and 53.6 percent (198) agree. These indicate that the majority of the respondents agreed that the program of their department encourage the development of an increasing intellectual challenge, skills, knowledge and conceptualization among learners. But some students on the open-end question indicated that the university now focuses on quantity not quality and it is not up to the standard and level of the developed country universities.

Regard to item 9 in table 5, where it was sought to find out the learning outcomes clearly reflect the level of award, 19.5 percent (72) disagree, 24.9 percent (92) neutral and 55.7 percent (206) agree. This shows that the majority respondents agree.

As it is indicated in table 5 item 10, where it was requested if the development of learning resources of the effectiveness of professional support services clearly indicated, 14.0 percent (52) disagree, 28.1 percent (104) neutral and 57.8 percent (214) agree. This shows that the majority respondents agree.

Furthermore, as can be seen from table 5 item 11, in finding if visually appealing materials associated with the student teaching learning process, 14.6 percent (54) disagree, 30.3 percent (112) neutral and 55.1 percent (204) agree. This shows that the majority respondents agree.

The data in table 5, item 12, where it was asked if staff has professional appearance / image, 24.3 percent (90) disagree, 29.7 percent (110) neutral and 46.0 percent (170) agree. This shows that the majority respondents are neutral. This indicates to some extent there is dissatisfaction on the professional image of the staffs. While on the interview question 'how express the service quality and student satisfaction'? The interview information obtained that a lot of improvement is expected in academic as well as administrative aspects to scale up the level of service quality and student satisfaction.

According to item 13, in table 5, if the University has provide up-to-date equipment and technology to PhD student, 22.4 percent (83) disagree, 34.3 percent (127) neutral and 43.2 percent (160) agree. This shows that the majority of the respondents are agreed.

When we have seen collectively 55.1 percent of respondents are agreed on teaching quality dimension, while 26.1 percent respondents show reservation on the dimension of teaching. However, 18.8 percent of respondents indicate that disagree. Also on the interview and on the open-end question" what do you think the main reasons of dissatisfaction on service of the PhD student?" the interview information obtained that there are inadequate computer labs, and laboratories are not properly equipped due to this PhD students are forced to take a lot of

courses. Moreover on the open-end information it is obtained that the service of the university is by using old fashion equipment and same should be updated.

4.2.3. Facilities

The development of higher education is directly linked with the rapid rise and tight competition between universities that required continuous quality improvement, including the quality of existing service facilities. A quality service is believed to support the success of the learning activities and improve user satisfaction. This section the quality of students' support services of facilities dimension at Addis Ababa University.

Table: 6 PhD student's perception about the quality of facilities

No.	Facilities	Strongly disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
1	Appearance design of the university building fit for education function	23	6.2%	58	15.7%	113	30.5%	121	32.7%	55	14.9%
2	Lecture halls are appropriates for teaching	72	19.5%	65	17.6%	100	27.0%	90	24.3%	43	11.6%
3	There adequate sporting technology facilities for students	28	7.6%	55	14.9%	76	20.5%	153	41.4%	58	15.7%
4	A campus well clean	26	7.0%	54	14.6%	77	20.8%	155	41.9%	58	15.7%
5	There well organized and adequate library service	41	11.1%	71	19.2%	95	25.7%	108	29.2%	55	14.9%
6	There is sufficient study rooms	53	14.3%	91	24.6%	111	30.0%	81	21.9%	34	9.2%
	Total	10.9		17.7		25.8		31.9		13.7	

The first item in table 6, above, concerning the appearance design of the university building fit for education function indicated that, 0.21 percent (81) disagree, 30.5 percent (113) neutral, and 47.6 percent (176) agree. This shows that the majority of the respondents agreed. So it impels that indicates that the university building is convenient for the education function. As shown on the actual fact Addis Ababa University management built many building for teaching, office and library purpose.

Concerning item 2, in table 6, where it was requested if lecture halls are appropriates for teaching, 0.37 percent (137) disagree, 27.0 percent (100) neutral, and 35.9 percent (133) agree. This shows that the majority respondents are neutral. Whereas on the interview information it was obtained that there is infrastructures problem that should need improvement.

According to item 3, in table 6, if there has an adequate sporting technology facility for students, 0.22 percent (83) disagree, 20.5 percent (76) neutral, and 57.1 percent (211) agree. This shows that the majority of the respondents agreed. Whereas on the open-end information obtained that there is not well organized library network connection for PhD students. Internet power connection was on and off several times and thus they could not download reference book.

Furthermore, as can be seen from table 6 item 4, to check if a campus view is well clean, 0.21 percent (80) disagree, 20.8 percent (77) neutral, and 57.6 percent (213) strongly agree. This indicates that the majority of the respondents agree.

As it is indicated in table 6, item 5, if there is well organized and adequate library service, 0.30 percent (112) disagree, 25.7 percent (95) neutral, and 44.1 present (163) agree. This indicates that the majority of the respondents agree. While on the open-end question “What do you suggest on the improvement of service quality?” the information obtained that well equipped digital libraries with full-fledged service should be enhanced, for student’s supervision sufficient time and well organized library should be allocated. But the open-end information obtained that the number of PhD candidates with library & services should balance.

Item 6, in table 6, to check if, there is sufficient study rooms, 0.38 percent (144) disagree, 30.0 percent (111) neutral, and 31.1 percent (115) agree. This shows that the majority of the respondents are agree.

When can be seen collectively 45.6 percent respondents are agreed on the dimension of facilities, while 25.8 percent of respondent were stated on reserved. However, 28.6 percent of respondents indicated that disagreed. This indicates that on sufficient study rooms that respondents are dissatisfied. Whereas on the open-end and interview information obtained that there is lack of resources and classroom and seminars room, laboratory materials and chemicals.

4.3. Institutional factors

The researcher has attempted to examine the institutional factors that affect services quality of 2nd year PhD students' satisfaction. This section deals with a descriptive statistical presentation summarizing the data on custom tables, defining variable with N% summary statistics row percent as follows.

Table: 7 Institutional factors

No	Item	Very Poor		Poor		Acceptable		Good		Very Good	
		Count	%	Count	%	Count	%	Count	%	Count	%
1	The administrative service	24	6.5%	56	15.1%	107	28.9%	136	36.8%	47	12.7%
2	The instructor's feedback as well as the clarity	38	10.3%	70	18.9%	103	27.8%	114	30.8%	45	12.2%
3	The teaching style of the instructor	50	13.5%	91	24.6%	94	25.4%	104	28.1%	31	8.4%
4	The research emphasis of the institute	54	14.6%	80	21.6%	107	28.9%	104	28.1%	25	6.8%
5	Attractive faculty contact	15	4.1%	46	12.4%	114	30.8%	150	40.5%	45	12.2%
6	Incredibly long delay to have an advisor assigned	13	3.5%	39	10.6%	118	32.0%	140	37.9%	59	16.0%
7	The segment of plans according to the students' intellectual growth	25	6.8%	69	18.6%	110	29.7%	121	32.7%	45	12.2%
8	The usefulness of the study in relation to the market demand	32	8.6%	65	17.6%	126	34.1%	113	30.5%	34	9.2%
9	Supply of teaching materials	45	12.2%	63	17.0%	135	36.5%	87	23.5%	40	10.8%
	Total	8.9		17.4		30.4		32.1		11.2	

As shown in table 7, above, in item 1, regarding the administrative service, 21.6 percent (80) poor, 28.9 percent (107) acceptable and 49.5 percent (183) good. This shows that the majority of the respondents said that administrative service status is at good level. But, on the interview question "How do you express the service quality and student satisfaction?" from the interview and open-end information obtained that the service quality of the university is generally poor that resulted in and a lot of dissatisfaction of the student. Particularly there are poor administrative services with lack of committed and experienced personnel facilitate the students' efforts. Most of PhD students argue that the main reason for their dissatisfaction is the long bureaucracy of the financing system. While a committed staff for academic & administrative activities are there is no effective mechanisms on managing the programs and these issues must be resolved.

Concerning item 2 in table 7, the instructor's feedback as well as the clarity, 29.2 percent (108) poor, 27.8 percent (103) acceptable, and 43.0 percent (159) good. This implies that the majority of the respondents said that the feedback as well as the clarity is at good level.

The data in table 7, item 3, where the teaching style of the instructor was analyzed, 38.1 percent (141) poor 25.4 percent (94) acceptable, and 36.5 percent (135) good. This indicates that the majority of the respondents stated that the level the teaching style of the instructor is good. On the interview question "What do you think are the main reasons of dissatisfaction on service of the PhD student?" from the interview information obtained that enabling academic atmosphere should be created by committed staff that considered same its duty seriously and critically.

As mentioned under item 4, table 7, on the research emphasis of the institute, 36.2 percent (134) poor, 25.4 percent (94) acceptable, and 34.9 percent (129) good. This indicates that research emphasis of the institute participation is at good level. But on the open-end and interview information is obtained that there is small research fund, that leads to poor quality of research. This also includes student housing, making research environment conducive, favorable and efficient services and increasing salary of service providers should be considered to improve the emphasis.

As it is indicated in table 7, item 5, concerning attractive faculty contact, 16.5 percent (61) poor, 30.8 percent (114) acceptable, and 52.7 percent (195) good. This indicates that the majority of the respondents indicated the faculty is attractive and at good level. But, from interview and open-end information obtained the advisors should be friendly and give room for student's opinions. Also there is a shortage of senior faculty that colleges complain.

Furthermore, as can be seen from table 7, item 6, regarding incredibly long delay to have an advisor assigned, 14.1 percent (52) poor, 32.0 percent (118) acceptable, and 53.9 percent (199) good. This shows that long delay on the advisor assignment is critical for the student's. This indicated that PhD student are not much satisfied with long delay to have an advisor.

As mentioned under 7 items in table 7, on the segment of plans according to the students' intellectual growth, 25.4 percent (94) poor, 29.7 percent (110) acceptable, and 44.9 percent (166) good. This indicates that PhD student's participation in intellectual growth stands at good level. Whereas from the open-end information it was obtained that lack of well organized plan to the university has admitted large number of PhD students without considering sufficient skill on human and material resource.

Regarding table 7, item 8, on the usefulness of the study in relation to the market demand, 26.2 percent (97) poor 34.1 percent (126) acceptable, and 39.7 percent (147) good. This implies that the majority of the PhD student's accept that their study have considered the usefulness of the market demand.

Furthermore, as can be seen from table 7, item 9, on supply of teaching materials, 29.2 percent (108) poor, 36.5 percent (135) acceptable, and 34.3 percent (127) good. This implies that the majority of the PhD student's responded same as acceptable.

When can be seen collectively 43.3 percent respondents are good on the institutional factors, while 30.4 percent of respondent were stated on acceptable. However, 26.3 percent of respondents indicated that poor. Also, on the open-end question "how do you express the effectiveness of the service delivery of the faculty?" from open-end information obtained that there is shortage of resource. Also there is dissatisfaction on allocating budget for the program.

4.4. Students factor for success

The researcher has attempted to examine the student factors that affect services quality of 2nd year PhD students' satisfaction. The experience of students during their higher education studies is investigated on the labor market and with attitude changes that led to students being perceived as customers. The result of the student satisfaction on service quality during their higher education studies has become extremely important. This section deals with a descriptive statistical presentation summarizing the data on custom tables, defining variable with N% summary statistics row percent as follows.

Table: 8 PhD student's participation in Students factor for success

No	Students factor for success	Very Poor		Poor		Acceptable		Good		Very Good	
		Count	%	Count	%	Count	%	Count	%	Count	%
1	Addressing preferred earning styles	30	8.1%	74	20.0%	126	34.1%	96	25.9%	44	11.9%
2	Concern for student gender equality	23	6.2%	72	19.5%	95	25.7%	125	33.8%	55	14.9%
3	Timely completion of study	39	10.5%	91	24.6%	105	28.4%	103	27.8%	32	8.6%
4	Commitment on the student education	24	6.5%	52	14.1%	150	40.5%	115	31.1%	29	7.8%
5	Service circumstances	20	5.4%	46	12.4%	139	37.6%	113	30.5%	52	14.1%
6	Accommodating student temperament	37	10.0%	71	19.2%	108	29.2%	112	30.3%	42	11.4%
7	Attitude on student age	16	4.3%	79	21.4%	111	30.0%	113	30.5%	51	13.8%
	Total	7.4		18.7		32.3		29.9		11.7	

The first item in table 8, above, regarding addressing preferred learning styles, 28.1 percent (104) rated poor, 34.1 percent (126) point out acceptable, and 37.8 percent (140) rated good. This implies that the majority of PhD student's said it is acceptable.

According to item 2, table 8, concerning for student gender equality, 25.7 percent (95) poor, 25.7 percent (95) acceptable, and 48.7 percent (180) good. This implies that the majority of the PhD student's said that gender equality is at good level.

As mentioned under item 3, table 8, on timely completion of the study, 35.1 percent (130) poor, 28.4 percent (105) acceptable, and 36.4 percent (135) good. This implies that the majority of the PhD student's said that it is acceptable. Whereas from the open-end information obtained that

without any facilities students are requested to come with results and finishing on time. This resulted in the PhD students to take a long time for graduation.

Regarding table 8 in item 4, commitment on the student education, 20.6 percent (76) poor, 40.5 percent (150) acceptable, and 38.9 percent (144) good. This implies that the majority of the student respondents said that it is acceptable. Whereas the open-end information obtained that the students should pass through strong devotion, commitment to complete through the assessment and with many challenges.

Concerning item 5 in table 8, on student's service circumstances, 17.8 percent (66) poor, 37.6 percent (139) acceptable, and 44.6 percent (165) good. This indicates most of the student respondents said it is acceptable. But on the open-end question "Have you compared the service quality of the faculty with other universities in Ethiopia?" the open-end information obtained that there is a big difference between university and others universities, the university authorities should be work to improve the student service.

As table 8 in item 6, indicated on the accommodating student temperament, 29.2 percent (108) poor, 29.2 percent (108) acceptable, and 41.7 percent (154) good. This shows that the student said that same is good. But on the open-end question "Have you compared the service quality of the faculty with other universities in Ethiopia?" from the open-end information obtained that in Addis Ababa University the students feel tensioned. More over there is not discussion between faculty and PhD students. Whereas in other universities student's voice is heard and the faculty is responsive to students as much as they can.

As mentioned under 7 items in table 8, on attitude regarding student age, 25.7 percent (95) poor, 30.0 percent (111) acceptable, and 44.3 percent (164) good. This shows that the majority of student responded that it is acceptable. When can be seen collectively 41.6 percent respondents are good on the student's factors, while 32.2 percent of respondent were stated on acceptable. However, 26.9 percent of respondents indicated that poor. While from interview information it was obtained that the students should take their studies seriously and devotes their full time to their own studies.

4.5. The condition of Addis Ababa University service quality to perception PhD students

Addis Ababa University service quality is eligible for according to the priorities set by other Higher Education Policies or University rules. Thus, this study was assessed three dimension of service quality regarding PhD students at Addis Ababa University. The result of the student satisfaction on the service quality during their higher education studies has become important regarding these issues. This section deals with a descriptive statistical presentation summarizing the data on custom tables, defining variable with N% summary statistics row percent as follows

Table: 9 The condition of Addis Ababa University service quality to perception PhD Students

No	Items	Strongly disagree		Disagree		Neutral		Agree		Strongly Agree	
		Count	%	Count	%	Count	%	Count	%	Count	%
1	Advances development endeavor	24	6.5%	68	18.4%	115	31.2%	131	35.5%	31	8.4%
2	The services are on continuous improvements	27	7.3%	48	13.0%	126	34.1%	140	37.8%	29	7.8%
3	Programs are applicable to the current need of the stakeholder	22	5.9%	35	9.5%	140	37.8%	141	38.1%	32	8.6%
4	Realization of the new roles and commitment of Addis Ababa University	33	8.9%	60	16.2%	130	35.1%	116	31.4%	31	8.4%
5	Participation of all level of stakeholders of the University	34	9.2%	82	22.2%	133	35.9%	100	27.0%	21	5.7%
6	Provision of high level skilled manpower and professional in various key areas of development	28	7.6%	60	16.2%	98	26.5%	155	41.9%	29	7.8%
	Total	7.5		15.9		33.4		35.2		7.8	

The first item in table 9, above, on the, Advances development endeavor indicated that, 24.9 percent (92) disagree, 31.2 percent (115) neutral, and 43.9 percent (162) agree. This shows that the majority of the respondents agreed.

As mentioned under item 2, table 9, the services are on continuous improvements, 20.3 percent (75) disagree, 34.1 percent (126) neutral, and 45.6 percent (169) agreed. This shows that the majority of the student respondents agreed. However, the open-end information obtained that the universities teachers and others staff as well as management should work more for improvement and real change on quality service to be a role model for the students.

According to item 3 in table 9, on applicability of its programs to the current need of the stakeholder, 15.4 percent (57) disagree, 37.8 percent (140) neutral, and 46.7 percent (173) agree. This shows that the majority students' respondents agreed. However open-end information obtained that most of the departments have opened without considering the available service and facilities to achieve program objectives.

Furthermore, as can be seen from table 9 item 4, on realization of the new roles and commitment of Addis Ababa University, 25.1 percent (93) disagree, 35.1 percent (130) neutral, and 39.8 percent (147) agreed. This shows that the majority of the student respondents are neutral.

The data in table 9, item 5, on the participation of all level of stakeholders of the University showed that, 31.4 percent (116) disagree, 35.9 percent (133) neutral, and 32.7 percent (121) agree. This shows that the majority of the student respondents point out neutrality. While the open-end information obtained that the university curriculum should be updated with the existing dynamics of the world in coordination with stakeholders outside the university.

Besides, as indicated in item 6, table 9, on provision of high level skilled manpower and professional in various key areas of development, 23.8 percent (88) disagree, 26.5 percent (98) neutral, and 49.7 percent (184) agreed. This shows that the majority of the respondents agreed. While interview information obtained that there is better number of well trained and experienced staff at university.

Moreover, when we see this collectively, 43percent of respondent agreed that the condition of Addis Ababa University service quality to satisfy PhD students, while 33.4 percent respondents indicated that neutral. But, 23.4 percent respondents said that it is disagreeing. Besides this, on the open-end question "what do you suggest for the improvement of the service quality of the PhD program" the open-end information obtained that the universities should arrange foreign joint programs and sharing experience program to satisfy its students.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter deals with the summary, conclusions and recommendations.

5.1. Summary and major findings

Educational Institutes in Addis Ababa University are passing through change and reforms. These change and reforms include expansion of undergraduate and postgraduate programs as well as upgrades and renovations of the facilities. However, the extent to which these expansions meet the need of stakeholders, mainly the students, is not known. Thus, this study was designed to find out the impact of the efforts done towards the satisfaction of the students..

This study took the case of Addis Ababa University as a focus area since it is the largest and oldest public higher education institution in the country that is located in the capital of the country- Addis Ababa. The general objective of the study was to find out the status of the service quality and student satisfaction of 2nd year and above PhD students at Addis Ababa University. It has three specific objectives. These were to assess Addis Ababa University service quality whether or not it to fulfill the satisfaction of the students; to identifying the major factors affecting the service quality and students satisfaction: to explore what Addis Ababa University does in order to improve the service quality to satisfy the existing need. The following specific parameters were taken to carry out the study and find appropriate answers.

1. What does the assessment of the service quality indicate to fulfill the perception of students at the Addis Ababa University?
2. What are the major factors affecting service quality for the perception at Addis Ababa University?
3. What does Addis Ababa University do in order to improve the service quality to perception the existing need?

The study had both qualitative and quantitative nature. Descriptive survey method was employed to collect data from number of respondents using instruments with numerical measure to describe and explain the service quality dimension, the institutional factors and student factors of the service quality and condition of service quality to satisfy PhD students at Addis Ababa University. Basic quantitative study was done to understand how participants perceive the situation or phenomenon. The study had also utilized qualitative study in which qualitative data was incorporated to enrich the findings. As a result the study ended up consisting of basic quantitative and qualitative study. A semi-structured questionnaire and interviews were employed as data collecting instruments. Participants of the study were 2nd year and above PhD students and associate dean and director of the graduate program. The PhD student and associated dean were from 9 Colleges and 6 institutions found in AAU. Sample size of 2nd year and above PhD student respondents were 443 and 370(83.5%) has responded to the questions. The quantitative data were analyzed using descriptive statistics; frequency counting and percentages were employed to analyze the demographic characteristics of the respondents. In addition descriptive statistics using custom table of N% summary statics row in percentage was employed to test statistical differences in opinion/ perception of PhD students. The semi-structured interviews were analyzed using methods of write out, describing, and interpretation referring the review of related literatures. Accordingly, the following findings were obtained:

Here below are the finding segregated by the structure of the questionnaires.

I. Regarding on the Dimension of advising for PhD students'

The study revealed that 73.5 percent of respondents confirmed that the service quality on the dimension of advising in all College and teaching Institutions at Addis Ababa University is to their expectation and thus they are satisfied on the services. Only 16.8 percent respondents indicated reservation on the services quality. On the other hand, 9.5 percent respondent indicated that they are dissatisfied on the advising dimension. Moreover during the interview and open-end information the respondents indicated that there is a shortage of advisors and due to these advisors were not assigned on time. Besides, it was noted that some advisors do consult their students properly and which resulted from poor follow up or mentorship from advisors.

II. Regarding the Dimension of teaching quality for the PhD students

55.1 percent respondents confirmed that the program design considered the needs of stakeholders, students and curriculum are organized well which also contribute to promote student learning and achievement. In addition the respondents noted that lectures or professional activity as well as the evaluation approach of teaching and learning process encourage the development of an increasing intellectual challenge, skills, knowledge and conceptualization among learners. Furthermore 26.1 percent of respondents were reserved on the subject matter. However, 18.8 percent of the respondents commented that the living cost in Addis Ababa is very high and, the research environment is not up to the standard due to shortage of the allocated fund. In addition there is lack of local supplies such as transportation, for research which impacted the quality of the research work. The information obtained from the open-end questions also shows that without any facility students are expected deliver results and finishing their research on time. But some students on open-ended question advised that the university is now focus on quantity not quality and it is not up to the standard of developed universities found elsewhere. Moreover, respondents feel satisfied regarding the learning outcomes that clearly reflect the level of award and collaboration of staffs with professional appearance.

However, the information gained from interview indicates that there is a lot of improvement is expected in academic as well as administrative aspects to scale up the level of service quality and student satisfaction. The academic advisor indicated on inadequate computer labs, laboratory not properly equipped as a result PhD students forced to take a lot of courses. Also on the open-end information obtained that the service of the university is handled with old fashion equipment and same should be updated.

III. The level of facility dimension and appearance design of the university building

As it was assessed 45.6 percent of respondents agree that the university facility is fit for education function and has an adequate sporting facility for them. In addition the information gained from the open-end and interview also confirmed that the university building is convenient for education function. This is also evident that the Addis Ababa University management built many building for teaching, office and library purpose. But, 25.8 percent of PhD student

respondents indicated their reservations on the subject matter. Moreover, 28.6 percent of the respondent stated that they disagree on the appearance condition of the facilities.

Moreover, the information gained from interview and open-end question indicates that there is infrastructures problem that needed improvement. To mention some examples of the suggestions given by the students, well organized library network connection for PhD students should be mandatory to download reference books and journals. Also there is lack of resources, classrooms seminar rooms, laboratory materials and chemicals. They needed improvement.

IV. Institutional factors that affect service quality

This study considered two factors that affect quality service and students perception. These are institutional and student factors hindering service quality and student satisfaction at Addis Ababa University. Institutional factors such as the administrative service, the instructors' feedback as well as the clarity, the teaching style of the instructor and the research emphasis of the institute. In this regards 43.3 percent of respondents indicated that it is at good level of their expectation. They also mentioned that, attractive faculty contacts, incredibly long delay to have an advisor and segment of plans according to the students' intellectual growth exist at a good level. The others 30.4 percent of respondents accepted the level of the research emphasis of the institute, the usefulness of the study in relation to the marked demand and supply of teaching materials. However, 26.3 percent of respondents stated that at same is at poor level. Besides, the interview and open-end information indicated that there is lack of student housing, and PhD student's office, which leads to poor quality of research. They were very critical about the research environment to make it more favorable and efficient as well as increasing the salary of service provides that require timely solution. Moreover there is lack of well organized plan due to this the university has admitted large number of PhD students without considering sufficient skill on human and materials resources. Therefore this study revealed that there is dissatisfaction to some extent on allocating budget and resource for the program as well as providing favorable research environment.

V. The level of Students factor for success

The study also revealed that, 41.6 percent of respondents stated that student success based on accommodating student temperament and attitude is at good level. They also accept the preferred learning styles, timely completion of study, and commitment on the student education and students service circumstances. Also 32.23 percent of the respondents accept the level to be per their expectations. On the other hand 26.1 percent of the respondents stated that same is at poor level. On the open-end information it was revealed that without any facilities students are requested to come with results and finish their research on time. This is an obstacle against the effective time utilization of the students and challenges them by making strong devotion and commitment to complete their studies. This has resulted on the PhD students to take long time for graduation. Thus students are tensioned but they are not in a position to discuss same between the faulty and PhD students. They noted that other universities ascertain that they give attention to their student's and be responsive to students as much possible.

VI. The status of the service quality

In this study, 43 percent of respondents are satisfied that Addis Ababa University service quality contribute towards the enhancement of national development endeavor, implementation of improvements of the service, on the status of its programs to the current need of the stakeholder and provision of high level skilled manpower and professionals in various key areas of development. Also 33.4 percent of respondents indicated that they have reservation on some issues of the subject matter. But, 23.4 percent of the respondents are not satisfied on the realization of the new roles and commitment and the participation of all level of stakeholders of Addis Ababa University. Besides, the open-end information revealed that the university should implement foreign joint programs and sharing experience with other universities. The respondents also suggest that the university teachers and others staff as well as management should work for improvement of real change of quality service so as to be a role model for the students. This it was noted is because most of the programs were opened without considering the available service and facilities to achieve program objectives. In addition the university curriculum should be updated with the current dynamics of the world and design with stakeholders outside the university too. Here it was indicated that the university has a good

number of well trained and experienced staff and they should be well utilized to provide the required services.

5.2. Conclusions

In conclusion the study revealed that Addis Ababa University has been undertaking various policy, procedures and designs improvements to cop up with the quality of education as well as quality services to satisfy its stakeholders. However, the way the university manages the students, academic teachers and supportive staff, as well as the commitment of the leadership to make a difference in the effectiveness of the services is still under question mark. It is also the conclusion of the study that increasing the programs without adequate study on its resources has created a negative impact on its attempts.

This study also found out that service qualities and PhD student satisfaction are directly related especially in the dimensions of advising, teaching quality and facilities. However they are not efficient to satisfy the students on the area of research fund.

Furthermore, poor administrative services, long bureaucracy of the financing system, lack of well organized plan, small research fund, shortage of senior faculty staff, long delay while assigning advisors shortage on material resources and timely allocating budget for the program are the factors that leads to dissatisfaction of PhD students. In addition, long time taken for graduation, time utilization for their own studies and lack of proper discussion time with faulty staffs are the other factors that lead to dissatisfaction of PhD students. Therefore we can safely conclude that the university service quality needs improvement to meet its vision and mission. It is of critical importance that Addis Ababa University should work for improvement of real change of quality service to achieve program objectives.

5.3. Recommendations

Based on the findings and conclusions of the study the following recommendations were provided to the Addis Ababa University top Management. The study believed that there should be responsible body to:

- Encourage improvement of the programs of each department based on efficiency, and relevance of the graduate programs.
- The numbers of PhD students ought to balance with the number of advisors.
- Create mechanisms to balance the capacity, resource and intake of students at each department.
- Revise research fund, and related housing issues to minimize dissatisfaction of PhD students in the university.
- Improve the working and physical environments of the university such as, internet connection in library, office for PhD students, and laboratory equipment and chemicals.
- Create administrative awareness especially in finance office to avoid dissatisfaction of students.
- Further research should be conducted on the topic and other areas of student's satisfaction that are not covered by this study since other issues of facilities that contribute to the attainment of the objectives of the universities should be explored in order to have a national picture.

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Appendix A

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

Questionnaire to be filled by Addis Ababa University 2nd year and above PhD Students

The purpose of this questionnaire is to assess the service quality of the faculty and its impact on student perception at Addis Ababa University. The information collected from you is to be used for academic purpose only and your responses are very important to the success of the study. Completion of this information is voluntary and its confidentiality is assured.

Please read each question carefully before you respond to the items. The questionnaire consists of five parts. Instructions are to be followed as indicated in each part. Your cooperation by providing genuine and reliable information is highly appreciated. Please do not write your name.

Thank you in advance for your cooperation.

PART I: Demographic Characteristics

The following questions are concerned with your personal information. Please give short answer or make a tick mark (√) in the boxes provided.

1. College/ Institute/ _____
2. Gender Male Female
3. Age
 below 30 30-40
 41- 51 above 52
4. Have you academic advisor? Yes No
5. If your answer 'Yes' Academic rank of your advisor?
 Assistant Professor
 Associate Professor
 Professor
6. Have you been teaching in higher education? Yes No
7. For how long have you been teaching in higher education?
 1-5 6-10 11-15 above 16

PART II.

The following section asks a question about university service quality seems of PhD students' at Addis Ababa University. Please put a tick mark(✓) under the column that best reflects your rating:

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4 = Agree, 5=Strongly Agree,

	Dimensions of Service Quality	1	2	3	4	5
	Advising					
1	Positive relationship					
2	Convenient hours and days of the discussion					
3	Willing to help					
4	Showing politeness consistently					
5	Having university experience in advising					
6	Encourage confidence through proper behavior					
7	Providing integrity of continuous assessment procedures					
	Teaching Quality					
1	The program design consider the needs of stakeholders and students					
2	The curriculum has considered as one of the factors of perceived service quality by students					
3	The curriculum organized in promoting student learning and achievement					
4	Staff have the proper knowledge and competence to answer students' requests					
5	The courses organized to carry out your teaching and learning effectively					
6	The lectures drawn upon the research, scholarship or professional activity					
7	The evaluation approach of teaching and learning to take consequent action					
8	The program encourage the development of an increasing intellectual challenge, skills, knowledge, and conceptualization among learners					
9	The learning outcomes clearly reflect the level of award					
10	Selection of Learning Resources of the effectiveness of professional development is clearly indicated that support service quality					
11	Visually appealing materials associated with the student teaching learning process					
12	Staff have professional appearance / image					
13	University has provide up-to-date equipment and technology to PhD student					
	Facilities					
1	Appearance, design of the university building fit for education function.					
2	lecture halls are appropriate for teaching					
3	There adequate sporting technology facilities for students					
4	A campus well clean					
5	There well organized and adequate library service					
6	There is sufficient study rooms					

PART III:

The following section asks questions about factors that affect the PhD student's satisfaction on service quality. Please put a tick mark (✓) under the column that best reflects your rating:

1=Very Poor,	2= Poor,	3=Acceptable,	4= Good,	5=, Very Good
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No	Description	1	2	3	4	5
	Institutional factors					
1	The administrative service					
2	The instructor's feedback as well as the clarity					
3	The teaching style of the instructor					
4	The research emphasis of the institute					
5	Attractive faculty contact					
6	Incredibly long delay to have an advisor assigned					
7	The segment of plans according to the students' intellectual growth.					
8	The usefulness of the study in relation to the market demand					
9	Supply of teaching materials					
	Students factor for success					
1	Addressing preferred learning styles					
2	Concern for student gender equality					
3	Timely completion of study					
4	Commitment on the student education					
5	Service circumstances					
6	Accommodating student temperament					
7	Attitude on student age					

PART IV:

The following section asks questions about the PhD student's satisfaction towards the service quality at Addis Ababa University. Please put a tick mark (✓) under the column that best reflects your rating:

1=Strongly Disagree,	2=Disagree,	3=Neutral,	4 = Agree,	5=Strongly Agree,
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No	The condition of Addis Ababa University Service Quality to Satisfy PhD Students	1	2	3	4	5
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1	Advances development endeavor					
2	The services are on continuous improvements					
3	Programs are applicable to the current need of the stakeholders					
4	Realization of the new roles and commitment of Addis Ababa University					
5	Participation of all level of stakeholders of the University					
6	Provision of high level skilled manpower and professionals in various key areas of development					

PART VI: The following of general question is concerning the assessment of Service Quality and Student Satisfaction at Addis Ababa University. Please write your opinion about service quality with regard to PhD students' satisfaction.

1. 'How do you express the effectiveness of the service delivery of the faculty for you if you have additional points that were not raised above?

2. From your observation, what do you think are the main reasons of dissatisfaction on service of the PhD Students?'

3. What do you suggest for the improvement of the service quality of the PhD program?

4. Have you compared the service quality of the faculty with other universities in Ethiopia and abroad? Yes _____ No _____

5. If your answer is "Yes" to No. 4 above, how will you explain the difference in short?

Appendix B

Addis Ababa University
College of Education and Behavioral Studies
Department of Educational Planning and Management

The purpose of this interview guide is to gather additional information for this study of the Assessment of service quality and students perception in public university: the case of Addis Ababa University

1. 'How do you express the service quality and student perception at Addis Ababa University?
2. From your observation, what do you think are the main reasons of dissatisfaction on service of the PhD Students?
3. What do you suggest for the improvement of the service quality of the PhD program?
4. Have you compared the service quality of the faculty with other universities in Ethiopia and abroad? Yes _____ No _____
5. If your answer is “Yes” to No. 4 above, how will you explain the difference in short?