



ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE
MARKETING MANAGEMENT GRAGUATE PROGRAM

**THE EFFECT OF SERVICE QUALITY ON STUDENT SATISFACTION:
EVIDENCE FROM PRIVATE UNIVERSITIES IN ADDIS ABABA, ETHIOPIA**

BY: GELILAWIT BELAY MEKONNEN

*(A THESIS PAPER SUBMITTED TO ADDIS ABABA UNIVERSTY SCHOOL OF
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JUNE 2019

ADDIS ABABA, ETHIOPIA

**ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE
MARKETING MANAGEMENT DEPARTMENT**

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DECLARATION

I, Gelilawit Belay Mekonnen, declare that this work is my original paper which entitled **“THE EFFECT OF SERVICE QUALITY ON STUDENT SATISFACTION: EVIDENCE FROM PRIVATE UNIVERSITIES IN ADDIS ABABA, ETHIOPIA”** and has not been presented for a degree in any other university and that all sources of materials used for the thesis paper have been duly acknowledged.

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ABSTRACT

Service quality is an essential element to get competitive advantage for service companies. Specifically, to higher education institutions, in addition to meeting the academic standards and getting accreditation, measuring students' perception of service quality as primary customers of higher institution is vital to enhance the satisfaction of their students. In doing so, the institutions will be able to device ways to improve their service delivery and ensure students' satisfaction. Student satisfaction is a key for creating a loyal student that would choose the university now and again and recommend to others which will contribute for building competitive advantage for the institution. This study analysed the service quality dimension that affects the student satisfaction by using the modified SERVPERF model fit to higher education using three students service quality dimensions namely, Requisite, Acceptable and Functional on a convenient sample of undergraduate distance students of two purposefully selected sample private Ethiopian Universities, among others offering distance education in Addis Ababa, Ethiopia. A self-administered questionnaire was employed, of which 360 valid responses collected, data was analysed using descriptive (Frequency and Percentage) as well as inferential statistics such as correlation and regression analysis. Given the scope and limitations of the study, findings revealed even if all of the service quality dimensions affect students' satisfaction, the requisite service quality dimensions are very significant to the students. Therefore, providing a holistic view over all service quality dimensions, an emphasis should be given to the requisite service quality dimension to improve service quality and increase students' satisfaction.

KEY WORDS: Distance Education, Perception, Satisfaction, Service Experience, Service Quality, SERVPERF

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ACRONYMS

AETSCO	Alpha Education and Training Share Company
AU	Alpha University
CODL	College of Open Distance Learning- St. Mary's University
HEdPERF	Higher Education Performance
HERQA	Higher Education Relevance and Quality Assurance Agency
MOSHE	Ministry of Science and Higher Education
SERVQUAL	Service Quality
SERVPERF	Service Performance based on Experience
SMU	St. Mary's University
SPSS	Statistical Package of the Social Sciences
TVET	Technical and Vocational Education and Training

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

In this dynamic world, providing service quality is a key to customer satisfaction which is a means for success. Most organizations provide a service of some sort or another. According to Mudie and Pirrie (2006), for organizations such as airlines, transport service providers (car rental, train), or, institutions like universities, health centers or government agencies, service represents a major part of what they have to offer are known as service organizations (Mudie, et al., 2006). According to (Solomon et al., 1985 as cited on Oldfield, et al., 2000:86) higher education can be termed as a pure service and the service experience in higher education is complex that students of higher education institutions have a complex set of expectations (Oldfield, et al., 2000). Service management is a total organizational approach that makes quality of service as perceived by the customer (Gronroos, 1990).

Studies indicate the challenges in defining service quality. Kitchroen (2004) indicates the difficulty of finding all-embracing definitions of service quality. According to Hernon and Nitecki(2001) definitions of service quality were based on four main perspectives namely,'Excellence', which is often externally defined, 'Value', which is integrate several features and focused on the benefits to the customers and 'Conformance to Specifications', indicated the precise measurement and finally, 'meeting or exceeding expectation' which is related to customer satisfaction (Hernon and Nitecki (2001) as cited on Osman, et al., 2017).

There are particular problems and challenges in managing services, namely intangibility, inseparability, variability and perishability (Mudie & Pirrie, 2006:14). Parasuraman, Zeithaml, and Berry (Parasuraman, et al., 1985) identified those characteristics of services as well as intangibility, inseparability, heterogeneity, and perishability. According to Tim Mazzarol, all of these can be found in education and each produces problems that must be overcome by deliberate marketing strategies (Mazzarol, 1998). West, Ford, and Essam, also indicate ways to

go about the challenges due to the distinctive nature of services, which is discussed in Chapter two (West, et al., 2015).

Kotler and Keller (2016), define Marketing as identification, creation, communication, delivery, and monitoring of customer value. Value is indicated as a central marketing concept which is primarily a combination of quality, service, and prices (Kotler, et al., 2016). The concept of Service quality, according to Zammuto, M. Keaveney and O'Connor (1996) is referred as customers' overall judgments of the excellence or superiority of service. They further elaborate on the concept of quality, that, it is the extent to which customers perceive that the level of service performance meets or exceeds their expectations. It implies that while an organization providing a service that exceeds their expectation evaluated as high quality while it fails to meet it will be judged as poor quality (Zammuto, et al., 1996:47).

This indicates concepts of service quality and satisfaction is related. As per, Kotler, and Keller, satisfaction also reflects a person's judgment of perceived service in relation to expectations. If service falls short of expectations, a customer is disappointed and if matches satisfied and if it exceeds the customer is delighted (Kotler & Keller, 2016). According to Onditi and Wechuli (1992), service quality is considered as a key determinant of the performance of higher education institution (Onditi, et al., 1992). According to Abdullah (2005), practitioners and academics are keen in measuring service quality so as to better understand its essential antecedent and consequences to establish methods for improving quality to achieve competitive advantage and build customer loyalty.

The service quality dimensions of Parasuraman, et al. (1988) are the foundation for the model of service quality measurement of SERVPERF; (J. Joseph Cronin, et al., 1992). Oldfield and Baron (2000) further adopted the SERVPERF model to fit into higher education. The modified SERVPERF model has three distinctive service dimensions from the perspective of students those are **requisite variables** – those items or encounters which are essential to enable students to fulfill their study obligations, **acceptable variables**- items or encounters which students acknowledge as being desirable but not essential during their course of study and **functional variables** items or encounters of a practical or utilitarian nature.

Therefore, measuring perceived service quality the level of comparison is what a consumer should expect, whereas in measures of satisfaction the appropriate comparison is what a consumer would expect. According to Parasuraman, et al., (1988), perceived service quality increased customer satisfaction but satisfaction according to (J. Joseph Cronin, et al., 1992) is an antecedent of service quality. The findings of Cronin and Taylor (1992) based on some empirical evidence suggests that the Parasuraman, et al., (1988) measurements of the five components are not consistent when subjected to cross-sectional analysis and some of the items did not load on the same component when compared across different types of service providers (Carman 1990) as cited in (J. Joseph Cronin, et al., 1992:58).

In addition to Cronin, et al. (1992) and Oldfield, et al. (2000) the ideas of adjusting service quality dimensions has also been supported by scholars such as Kitchroen (2004), Abdullah, (2006) and Onditi, et al., (2017). As the research is made in higher education institution and the researcher also agrees on the adjustment of the elements of service quality fit the study in previous empirical analysis. Therefore, the above service quality dimensions are the service quality dimensions this researcher considers applicable for this study rather than using the generic service dimensions. The contents of those service quality dimensions are discussed under chapter three as they are elements of the conceptual framework.

Focusing on Ethiopian higher education specifically the private institutions, it is good to view the government agencies that have direct involvement in providing guidance and control on the quality of education among other things. The Ministry of Science and Higher Education (MOSHE), is established by proclamation number 1097/2018 to lead the development of science, higher education as well as the technical and vocational education and training (TVET) in Ethiopia (Ministry of Science and Higher Education, 2019). The Ministry among others works in collaboration with the an earlier established agency by Higher Education Proclamation No. 350 in 2003 named Higher Education Relevance and Quality Agency (HERQA) with a purpose of providing accreditation to private institutions. That is ensuring that higher education provision is in line with minimum requirements of quality. The agency opts to provide a significant measure of consumer protection, by eliminating from the system those institutions that do not fulfill basic quality condition, while it serves to legitimize new higher education institutions, by providing a quality stamp to those higher education institutions meeting threshold standards. The agency also

provides a service of reaccreditation, institutional and program level quality audit reports to enhance the provision of higher education in Ethiopia and the confidence of all stakeholders in the quality of that provision (HERQA, 2019).

Before briefing about the private higher academic institutions providing distance education in Ethiopia, the focus of the study, it is important to define the concepts in distance education. As per Aberra (2016), distance education is a form of education that is different from conventional education. It is mainly characterized by physical (geographical) separation between students and teachers, and among students themselves. It is also marked by the employment of the available technology of the time and by a gradual change from the use of a postal system for the conveyance of content to almost exclusive online education. Its flexible mode of delivery fits the different needs of students who come from different walks of life and who are not present at a specific place at a specified time (Moore et al., 2002:22; Yener, 2013:51 as cited in Aberra 2016).

According to the list of private higher education institutions and their programs with accreditation and permission of operation of the agency updated up to 2011 Ethiopian Calendar (2018-2019) on the HERQA website, there are a total of 174 private higher education institutions accredited to provide higher education service in Ethiopia. Among the private institutions about 60 of institutions provide distance education service few purely distance but most in combination with regular programs in various levels mostly undergraduate study programs across the country. About 20 of the private higher institutions provide distance education service in the capital of Ethiopia, Addis Ababa (HERQA, 2019).

In view of this, it is important to briefly introduce the case two private Ethiopian Universities who are currently providing distance education extensively in various fields of studies across the country. The first one is, Alpha University, this institution initially began its service as a national vocational and technical distance education enterprise back in 1988 to serve those who are unable to attend regular classes in the fields of Auto and General Mechanics, Wood Work, Electricity, Home Economics, Agriculture, Personnel Management, Purchasing and Production Management. This has led to the establishment of Alpha Education and Training Share Company (AETSCO) in 1994, since its establishment, the institution has been engaged in providing accredited distance higher education programs leading to certificates, diplomas and

degrees in relevant, accessible and affordable quality education with a mission of contributing to the capacity building of Ethiopia in various fields of study (Alpha University , 2019). Currently the institution offers 11 degree programs in the areas of Accounting, Management, Development and educational planning etc. while offering regular programs in the fields of Accounting and Finance as well as Business Management. The postgraduate program currently being offered are Accounting and Finance, Business Administration and Project Management. The institution has 14 branch offices and 55 sub-branch offices across the country (Alpha University , 2019).

The Other private higher institution is St. Mary's University, which begun its operation in the education sector in the form of St. Mary's Language School which latter upgraded to St. Mary's Language Center back in 1991-95. The St. Mary's University is established in 1998 as St. Mary's University General Educational Development PLC with its head office in Hawassa and a branch in Addis Ababa. The University initially begun its offerings in three departments, which are Accounting, Marketing, and Law latter the Dilla Branch was open and the number of students has also grown. In 1999 the University moved its head office to Addis Ababa and opened additional department and broaden its programs. The St. Mary's University - College of Open Distance Learning(CODL) currently offers, 22 degree programs through its 154 coordinating centers of distance education throughout the country even though the overall distance provision is coordinated and managed from the Main Campus (St. Mary's University, 2019).

Studying with those private higher institutions for at least a semester and more, the undergraduate distance students believed to explore all aspect of services that are being provided in the selected private univeristies, among others offering distance education in Ethiopia. According to Osman, Saputra, and Saha (2017), student satisfaction and its consequences are vital for sustainability in the arena of higher education and their discussion further indicate that customer satisfaction is a vital thing to embrace and to survive in the competitive marketing environment(Osman, et al., 2017). The service quality and student satisfaction must be measured to ensure the highest service quality by reducing potential customer dissatisfaction and be competitive in this dynamic business environment.

1.2. Statement of the Problem

Service, by its very nature of intangibility, heterogeneity and inseparability create a unique strategic challenge (West, et al., 2015:292). This demands a need for ongoing research for many service companies. Service quality in the educational sector is considered by various researchers because of its importance and outcomes (Annamdevula & Bellamkonda, 2016). It is inevitable that Marketing plays important role in helping companies identify and deliver high-quality goods and services to target customers by identifying customers' needs and requirements, communicating customer expectations and gathering ideas for service improvements and convey them to the appropriate channels (Kotler & Keller, 2016:158). Generally, service companies are trying to understand exactly what the customer is looking when the service that is being provided and find ways to improve quality and to satisfy their customers. It is vital for educational service providers like higher academic institutions to determine how to measure their respective service quality and find ways to improve them; the same is true for private higher academic institutions in Ethiopia such as Alpha University and St. Mary's University.

Having been in the higher education sector for ten years dealing with open distance learning, the researcher encountered varied student experiences. Accordingly, the researcher believes students perception of service quality need to be assessed so as to ensure students satisfaction on quality of service being provided at each selected university. According to Oldfield and Baron (2000), the issue of quality cannot be addressed via student feedback questionnaires but through evaluating service quality based on the dimensions' the students consider as elements of service quality. Therefore, an investigation considered necessary, to determine the service dimensions that are affecting student satisfaction at each selected private Ethiopian university to improve service delivery and increase student satisfaction. Accordingly, this research aims to fill a gap by measuring service quality based on those essential dimensions of service quality, which is based on the students' experience. Moreover, this study is made to understand the experiences of undergraduate students on service they receive studying at private Ethiopian Universities providing distance education in a capital Addis Ababa, Ethiopia.

As the topic is under-researched, the result of this study contributes to the academic theory of service quality and customer satisfaction, specifically, contributes to the study of service quality and student satisfaction in a distance higher education service setting.

1.3. Research Questions

In line with the statement of the problem presented above, this study attempts to deal with the following main and sub research questions.

1.3.1. Main Research Question

What is the service quality dimensions affecting student satisfaction at the selected private Ethiopian Universities?

1.3.2. Sub-research Questions

- How does each service quality dimensions affect students' satisfaction in the selected two private Ethiopian universities?
- Which service quality dimension is significant for student satisfaction in the selected two private Ethiopian universities?

1.4. Research Objectives

1.4.1. Main Objective of the study

The main objective of the study is to determine the service quality dimension that is affecting students' satisfaction on the selected private universities in Ethiopia.

1.4.2. Sub-Objectives of the Study

In order to achieve the main objective, the following sub-objectives have been formulated. Thus, the study attempts: -

- To find out the service quality dimension affecting student satisfaction at two private Ethiopian universities
- To examine which service quality dimension significantly affects student satisfaction at two private Ethiopian universities

1.5. Significance of the Study

This study is very significant for private universities providing distance education in Addis Ababa, Ethiopia. The private universities are currently contributing their own share in the human capacity building of the country in the area of higher education specifically they are known in providing a number of study programs on their regular and distance education service across the country. The study specifically contributes to the distance education section as both private higher education institutions benefit from the research by identifying the service quality dimensions affecting student satisfaction in order to improve the services that are being provided and to increase student satisfaction and be competitive in the higher education service.

The study can also be significant for Ministry of Science and higher Education (MOSHE) as well as Higher Education Relevance and Quality Agency (HERQA), as more local higher institutions are embarking distance education, so as to provide guidance and assistance in providing quality of service to their students on their respective institutions. Moreover, other higher academic institutions can benefit from this research as an input to further evaluate and analyze the service quality and student satisfaction in their respective institutions. Finally, the result of the study contributes to previous researches that have analyzed the relationship between service quality and students' satisfaction. The research's interdisciplinary nature of marketing and education also address significance to the study as well.

1.6. Scope of the Study

The study is made based on a cross-sectional survey determining the relationship between service quality and student satisfaction. It analyzed the service quality dimension that affects the student satisfaction based on the service quality survey made on a convenient sample of undergraduate distance education students of the selected private higher academic institutions, namely from distance undergraduate students of Alpha University as well as from distance undergraduate students of St. Mary's University. The study is made on the convenient sample taken from undergraduate distance students who are located in Addis Ababa, whom at least have a semester or term study experience at their respective University. The study doesn't cover the views of regular, extension or graduate students of both universities, as well as students who are not found in Addis Ababa, Ethiopia.

1.7. Limitations of the Study

Given the time and cost, involved in carrying out the research, on the Service quality and Student Satisfaction: evidences from Ethiopian Private Universities in Addis Ababa, Ethiopia is too high. Due to this, the study is restricted on undergraduate distance education students of only on the selected two private universities in Ethiopia, focusing only on the students' perceptions of service quality and the satisfaction of undergraduate distance education students of Alpha University and St. Mary's University found in Addis Ababa, Ethiopia.

1.8. Definition of Terms

In the content of this research, the preliminary key terminologies are defined as follows:

Students– for this research they are undergraduate distance education students of Alpha University and St. Mary's University in Addis Ababa, Ethiopia.

Service Quality –is defined as the perceived overall superiority and excellence in the process and outcome of a service provider (Parasuraman, et al., 1988).

Service Quality Dimensions – comprises the following factors.

Requisite variables include items that are essential to the students in the service delivery process such as knowledge and understanding the needs (Oldfield & Baron, 2000).

Acceptable variables these are the items that consumers view as desirable, however not essential such as timely actions, attention and courtesy of employees (Oldfield & Baron, 2000).

Functional variables relate to the environment in the service delivery process, such as physical environment like equipment and opening hours of the university (Oldfield & Baron, 2000).

Student Satisfaction – is defined as favorability of students’ subjective assessment of numerous outcomes and experiences of education being shaped continually (Onditi & Wechuli, 2017).

1.9. Organization of the Research

This research is organized into five chapters. The first chapter comprises an introductory part, includes the background of the study, a concise definition and discussion of concepts of the study, preliminary literature review of current research pertaining to the topic, statement of the problem, research questions, objectives of the study, significance of the study, scope and limitation of the study and organization of the study. On the second chapter, a further discussion of key concepts of the study was made followed by a rigorous review of literature on both theoretical and empirical studies along with the conceptual framework and hypothesis of the study along with the elements. Chapter three contains research methods, it discusses the design of the research, the sampling design, the source of data, research instruments to be used, data analysis method and reliability and validity and ethical issues addressed in doing this research. Chapter four deals with presenting the data collected for the research, the analysis, as well as the interpretation. Chapter five, address the summary of the major research findings, conclusion drawn from the findings, recommendations and finally, limitation and areas of further research.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Introduction

As stated in the introduction section of this paper which is chapter one, this study is made to assess and determine the service dimensions that are affecting student satisfaction on service of the selected private universities in Addis Ababa, Ethiopia. In this section, the distinctive nature of service is briefly discussed followed by the additional features of the service mix. A theoretical review of the SERVQUAL and SERVPERF and HEdPERF as popular models to measure service quality is discussed with justification as to the selection model to fit the study. The findings of previous studies have also been discussed as a base for this study. Finally, contextual framework of the study along with the research hypothesis its elements is be presented.

2.2. Theoretical Review

According to Lovelock and Wirtz, services are defined as economic activities offered by one party to another. Often time-based, performances bring about desired results to recipients, objects, or other assets for which purchasers have responsibility. In exchange for money, time and effort, service customers expect value from access to goods, labor, professional skills, facilities, networks, and systems; but they do not normally take ownership of any of the physical elements involved (Lovelock, et al., 2011).

Some of the unique characteristics of services that make them different from products are; the fact that services cannot be inventoried, intangible elements usually dominate value creation, services are often difficult to visualize and understand, customers may be involved in co-production, people may be part of the service experience, operational input and output tend to vary widely, time factor often assumes great importance, distribution may take place through

nonphysical channels (Lovelock, et al., 2011). According to West, Ford, and Essam, the distinctive nature of services brought a challenge to managers of service companies. But, there are ways to tackle them as briefly discussed below:

1. **Intangibility:** refers to a challenge that comes due to the nature that customers cannot hold or touch or try before buying the service. However, as per (West, et al., 2015) still, most intangible services have a certain tangible aspect to convey perceptions of service quality.
2. **Heterogeneity:** refers to a variation of service due to changes in the attitude and emotion of the service provider or recipient however it is important for the provider to ensure as much as consistency as possible to reduce such variation via automation and following strict guidelines and training of employees.
3. **Inseparability:** for Customers, the service cannot be separated from the provider of the service for this the production must be brought into the customer. Another approach is the empowerment of employees via training and decentralization of service to ensure the highest service quality by reducing potential customer dissonance.
4. **Perishability:** which refers to the aspect of service relates to the fact that it can not be stored. Service firms that are affected with this characteristic can handle via flexing capacity or shifting demand.

In addition to the usual marketing mix tools of four broad kinds which are famously known as the four Ps of marketing: Product, price, place and promotion. According to (West, et al., 2015), services are associated with additional three Ps which will make the 7ps. those are people, Process and Physical evidence, which is discussed below.

1. **People:** refers to the service personnel who interact with service recipients are integrally linked with the service in that interaction. On the eyes of the customer the recipient, these people become the service and it is impossible for them to separate them from the service provider. The experience is shaped by the interaction therefore, the service firm should strategically focus on hiring and retaining best people for the provision of service and

trusting and empowering them to provide customized service to meet the expectations of the customer.

2. **Process:** refers to a process utilized to provide the service to the customer. The company should examine the process of interaction between customers and service personnel to see if the process is smooth and efficient as possible. Most firms do an assessment of the process as it will indicate the customer view to quality control in delivery.
3. **Physical Evidence** – refers to visible attributes affecting the service delivery process and customer satisfaction. Those include but not limited to, the dress code of employees, the campus, the library, the posters they use, the website etc. Each all of these may add to the overall service experience.

This section provided an overview of the distinctive nature of services and the additional marketing mix associated with services. The following discussion is about measuring service quality.

Measuring service quality is an important aspect for service firms aiming to ensure the satisfaction of their customers. To measure service quality, Parasuraman, Zeithaml, and Berry, in 1985 made an extensive study on the then existing literature. To enrich the existing knowledge, they have further made an exploratory investigation to provide a sound conceptual foundation for service quality. Accordingly, they have made a set of focus group interviews and executive interviews to get insight into the development of a general model of service quality. As a result, they have identified ten determinants of service quality.

These dimensions according to (Parasuraman, et al., 1985) were: -

1. **Reliability:** involves consistency of performance and dependability
2. **Responsiveness:** Concerns the willingness or readiness of employees to provide service and involves timeliness of service
3. **Competence:** means possession of the required skills and knowledge to perform service
4. **Access:** involves approachability and ease of contact
5. **Courtesy:** involves politeness, respect, consideration, and friendliness of contact personnel (including receptionists, telephone operators etc.)

6. Communication: means keeping customers informed in a language they can understand and listening to them.
7. Credibility: involves trustworthiness, believability, honesty, it's having the customers' best interest at heart.
8. Security – refers to freedom from danger, risk or doubt.
9. Understanding/Knowing the Customer: involves making the effort to understand the customer needs.
10. Tangibles: includes the physical evidence of service like physical facilities and appearance of the personnel.

Parasuraman, et al.'s 1985 research findings supported a concept that service quality results from a comparison of customer perceptions about the service and the actual performance of service. They have found four key discrepancies in the service provider's side that likely affect service quality as perceived by customers and suggest the importance of further empirical research in the area.

Parasuraman, Zeithaml, and Berry have made a further study, (Parasuraman, et al., 1988) which resulted in reducing the service quality dimensions from ten to five yet these five dimensions fully capture the domain of the original service quality dimensions. The final service quality dimensions are,

1. Tangibles: physical facilities, equipment, and appearance of personnel;
2. Reliability: ability to perform the promised service dependability and accurately;
3. Responsiveness: willingness to help customers and provide prompt service;
4. Assurance: knowledge and courtesy of employees and their ability to inspire trust and confidence;
5. Empathy: caring, individuation, credibility, securitized attention that a firm provides to its customers.

The last two dimensions namely assurance and empathy contain items representing the seven original dimension communication, credibility, security, competence, courtesy, understanding/knowing customers and access. As the result, Parasuraman, et al. (1988), developed an instrument named SERVQUAL – a multiple-item scale to measure service quality.

The instrument has two parts that assess service quality, Part One - an expectations section, which contains 22 statements to measure customers' expectations of service quality, and Part Two- a perceptions section, which contains a match set of 22 statements to measure how customers perceive service quality. The items in the two parts (expectations and perceptions) use the same phrases except that one asks about what the respondent expects from an excellent service provider and the other asks about actual (perceived) service. Consumers give their evaluations on expectations and perceptions of service quality on a seven-point scale, ranging from “completely disagree” to “completely agree”. Service quality is calculated using differences (gaps) between expectations and perceptions evaluations. They argued that the scale of SERVQUAL can have a variety of applications and claims that it would help in analyzing a wide range of service and retailing organizations in assessing consumer expectations about and perceptions of service quality by modification to fit the studied industry characteristics.

The popularity of SERVQUAL as an instrument does not make it shy from severe criticism. According to Kitchroen (2004), the model has weak points both theoretically and operationally stating that the model is paradigmatically flawed because of ill-judged adoption of the disconfirmation model (Kitchroen, 2004:17). Cronin and Taylor (1992), also indicate the weakness of SERVQUAL due to the length of the questionnaire. As per their theoretical disagreement, they have indicated the perceived service quality is described by Parasuraman, Zeithaml and Berry is in a form of attitude.

In regard to student satisfaction, Onditi and Wechuli (2017) result from their extensive literature review indicates the challenge to define student satisfaction which resulted the customer satisfaction theory to be selected and modified to explain the meaning of student satisfaction. Accordingly, in the context of higher education student satisfaction can be defined as favorability of students' subjective assessment of numerous outcomes and experiences of education being shaped continually moreover student satisfaction is built continuously with experiences (Onditi, et al., 1992). Therefore, educational institutions must focus on every aspect of the students' experience.

The existing literature about the argument as to whether customer satisfaction is an antecedent to service quality or service quality leads to customer satisfaction on Parasuraman, et al., (1988), J.

Joseph Cronin, et al., 1992, Onditi, et al. (2017). The authors indicate, service quality in higher education has a significant influence on student satisfaction and highlighted the importance of using the service quality dimension determined by the students to evaluate the satisfaction of the students as they are key and primary customers of the institution receiving the service of the institution. The researcher also believes in the argument of measuring student satisfaction based on the elements of service quality in the perspective of students based on the experience the researcher has with the university and this idea is supported by scholars such as Cronin, et al. (1992), Oldfield, et al. (2000), Kitchroen (2004) and Onditi, et al. (2017).

The works of (Parasuraman, et al., 1985 & 1988) however become a springboard for other models to come. (Aberra, 2016) made her study by adopting SERVQUAL as a starting point to develop her own measurement due to the drawbacks of the model. Cronin and Taylor (1992) also concluded to adopt just the 22 performance items of (Parasuraman, et al., 1988) agreeing that it adequately define the domain of service quality and they use the same performance items to examine the proposed alternative to the SERVQUAL scale. Therefore, as per Cronin and Taylor(1992) using only the 22-item SERVPERF scale is sufficient as the perception part makes a more significant contribution to the explanation of quality of service. They also claim that SERVPERF is efficient and superior in measuring the quality of service.

Findings from studies indicate that SERVQUAL outstands due to the diagnostic power to point areas for managerial interventions in the event of service quality shortfalls (Parasuraman, et al., (1988), Aberra, (2016), J. Joseph Cronin, et al. (1992)). As for SERVPERF it is evident that it is advantageous for evaluating overall service quality using a single item scale unlike lengthy questionnaire of SERVQUAL and they have successfully supported their argument through a study across four industries including, banks, pest control, dry cleaning and fast food due to this the researcher understood that context is still important in applying the SERVPERF model and in related application of SERVPERF.

Sultan & Wong (2010) also agree to their claims that, there are two reasons why SERVPERF (service performance which focuses only on experience/perception) is superior to SERVQUAL (service quality resulting from the comparison of expectation and experience/perception) when the two instruments are applied in a higher education context. It is argued that SERVPERF explains customer satisfaction better than SERVQUAL and that the scores that are found when

the gaps are measured and when the only perception is measured are very similar (Sultan & Wong, 2010:265 as cited Aberra, 2016).

Oldfield and Baron (2000) made a survey in the UK on undergraduate business students' by adapting SERVQUAL instrument of (Parasuraman, et al., 1988) to explore students a view of elements of service quality and an extent of differentiate service quality between first year and final year student perceptions of service quality. They have indicated the importance of service quality measurement but they argue that quality must be measured from the perspective of students' service elements, not from the institutions perspective.

Accordingly, Service Quality in the context of higher education, has three significant dimensions emerged from their application of SERVQUAL survey. Which are: -

1. Service Processes: - refers to the system or policies adopted by the service provider.
2. Interpersonal Factors- refers to the politeness, knowledge, and helpfulness of service provider employees compare to employees delivering competitive services
3. Physical Evidences – refers to the physical environment of an organization of utilitarian nature (schools, college, and university) such as a library, laboratories.

At the result of the SERVQUAL assessment they have addressed two operational issues, one of them was correcting the wording of the questioner tailored to the specific industry under study and the second one is with their target student population of at least six months at the time of the survey they have proved the application of SERVPERF is enough to elicit the required information which adds the advantage of reducing the length of the questionnaire. They have pointed out that from the focus group discussion they have proved that students have a clear distinction between academic and administrative staff roles. Moreover, the statements in relating to the purpose of the question had to be precise. Therefore, they have articulated statements in great detail and a set of 24 SERVPERF questions was derived for on the second stage of their research. On this stage, they used computer-aided data capture technique, which allows gathering data in a short time and also offers respondents anonymity, avoided bias and costs to the minimum.

Their final findings indicate that for higher education students' perception of service quality, the three factors are Requisite, Acceptable and Functional. These factors do not correspond with the generic dimensions of service quality, and this has also been indicated in the findings of various studies. Accordingly, on their model, the variables are designed in a way that the requisite variables consist of fifteen variables, the acceptable variables consist of five variables and the functional variables consist of three variables (Oldfield, et al., 2000).

A study has been made by Firdaus Abdullah (2006) to compare and contrast measures of service quality and the findings indicated that the generic service quality measures are not adequate to access the perceived quality in higher education and proposed a 41-item new instrument of service quality for Higher Education Performance (HEDPERF) measurement of which - 13 adopted from SERVPERF scale and 28 items derived by literature research and pilot studies.

The author identified the following five dimensions of the service quality concept, validated to be used for measuring service quality in the higher education sector (Abdullah, 2006).

- (1) Non-academic aspects- items that are essential to enable students to fulfill their study obligations, and relate to duties carried out by non-academic staff.
- (2) Academic aspects -responsibilities of academics.
- (3) Reputation- the importance of higher learning institutions in projecting a professional image.
- (4) Access-includes issues as approachability, ease of contact, availability, and convenience.
- (5) Programme issues-importance of offering wide-ranging and reputable academic programmes/specializations with flexible structures and health services.

Abdullah (2005) investigated the efficiency of HEDPERF against SERVPERF to determine which instrument had a superior measuring capacity. At the result, it has been concluded that HEDPERF has a more reliable estimation, greater criterion and construct validity and explained variance and consistency and argued for a better fit. However, Abdullah further indicated a need for further research in the application of the instrument in other countries, with different types of institutions and from a different perspective (Abdullah, 2005).

The performance of five alternative measures of service quality in a higher education section was examined by Ana Brochado (2009). Those alternative measures of service quality are service

quality (SERVQUAL), importance-weighted SERVQUAL, service performance (SERVPERF), importance-weighted SERVPERF, and higher education performance (HEdPERF). For the study, the primary data was gathered from a sample of 360 students of a Portuguese University in Lisbon using a structured questionnaire containing perception items enhanced from the SERVPERF and HEdPERF scales and expectation items from the SERVQUAL scale. The items of the questionnaire were extracted from the original scales, with minimum word adaptations to fit the higher education context and the first draft of the questionnaire was subject to a pilot testing through a focus group and an expert evaluation. For accuracy and applicability, the scales were compared in terms of unidimensionality, reliability, validity and explained variance. In this study, the most important dimensions found to be reliability and responsiveness, followed by assurance, empathy, and tangibles. The result of the study indicates, generally, all five scales present good results in terms of measurement capabilities. However, the author concluded that SERVPERF and HEdPERF present the best measurement capability, but it is not possible to identify which one is the best (Brochado, 2009).

In regards to choosing the measurement studies, various scholars have made comparisons to various scales and scholars such as Sultan and Wong (2010) and Abdullah (2005) suggested SERVPERF as the best whereas scholars such as Brochado, (2009) suggested both HEdPERF and SERVPERF are the best service quality measurement scales and the difficulty of suggesting one as superior measurement. In this regard, Abdulla (2005) himself also confirmed suggesting the HEdPERF is generally superior would still be premature. Therefore, as both measures are proved to be best in measuring service quality choosing one which, that fit the study would be rational. Onditi and Wechuli (2017) also agree to the notion of higher education being a multi-dimensional construct and the existence of no consensus as to which model is best but for evaluation and they rather suggested using a service quality dimensions which are determined to be important for the students as primary customers of the institutions. This idea has also been supported by scholars such as Cronin & Taylor (1992), Oldfield and Baron (2000) as well as Kitchroen (2004).

Accordingly, the researcher does not consider HEDPERF instrument as it is not applicable for this study as the focus of the study is on the service experiences of distance undergraduate students of both private institutions who do not necessarily require a service as in a traditional

university set up with students' café, health center, and recreation. The researcher, therefore, considers doing the study via SERVPERF. However, the service quality dimensions have to be adjusted to fit the context and this is supported by scholars such as Cronin and Taylor (1992), Oldfield and Baron (2000) as well as Sembring (2015). Therefore, for this study, the researcher particularly adopts the SERVPERF model from Oldfield and Baron (2000) that is a modified version of the original model as it is found to be suitable to measure service quality in the two selected Private Ethiopian universities providing undergraduate distance education service in Addis Ababa, Ethiopia.

2.1. Empirical Review

Previous studies have been reviewed to understand the relationship between service quality and student satisfaction. The article of Zammuto, Keaveney, and O'Connor(1996) 'Rethinking Student Services: Assessing and Improving Service Quality indicates the idea of service quality has not received much attention in higher education. The recommend that to achieve the benefits of service quality, distinct issues must be dealt and those are giving attention to (1) the unique configuration of attitudes, behaviors as an indicator of service quality to students of the university. (2) The degree of the university structure and process support for successful delivery of quality of service and (3) the appropriateness of the change management strategies and tactics to implement an adjustment to the service delivery system (Zammuto, et al., 1996). They have examined the quality of service by four student enrollment services in two phases, first by using SERVQUAL model of (Parasuraman, et al., 1988) and later via subsequent two sets of in-depth interviews and analyzed the functional admission processing and a requirement for change. At the result, they have proposed a framework for adjustment. They have concluded that with the identification of areas within the institution from the perspective of both the customers/students of the institution and employes for the service quality improvements. This proves the importance of doing such research in bringing change and improving service quality (Zammuto, et al., 1996).

In another literature review Kitchroen (2004), reviewed instruments designed to measure service quality in higher education such as SERVQUAL and Importance-Performance Analysis. (Kitchroen, 2004) define students as the primary participants in the service of education. It is

indicated that in education the students are the customers who are come in contact with the service provider for the purpose of acquiring goods or services. (Kitchroen, 2004). According to (Kitchroen, 2004) in earlier research of service quality in education emphasized academic rather than admin however it is evident that advising across different faculties is important to assure positive quality service (Kitchroen, 2004).

Sembiring (2015), has made a study entitled 'Student Satisfaction and Persistence: Imperative Features for Retention in Open and Distance Learning'. The paper examines the elements of overall service as evidence for student satisfaction in ODL mode as well as exploring the link between satisfaction and grade point average, student persistence and retention. For the study, a survey was made on which data was collected randomly through questionnaire and an assessment was made via the five generic service dimensions and satisfaction was also assessed via important performance analysis and customer analysis index and verification was done on structural equation modeling. From the six hypotheses of the research six have got validated by the analysis and it has been found that from the five service dimensions empathy, responsiveness and reliability directly influenced student satisfaction. Moreover, persistence and retention were visibly affected by satisfaction. Finally, it has been concluded that universities have to pay attention to empathy, and reliability for satisfaction but assurance and tangibility found to be not problematic and it is suggested for conducting further study in the area (Sembiring, 2015). This supports the fact that the generic dimension of service does not apply for all service sectors and the rationale for adopting context-specific service measurements.

Annamdevula and Bellamkonda (2016) study on the effects of service quality on student loyalty; the mediating role of satisfaction is made with a purpose of proposing a research instrument that can use of mediation a model that can link service quality and student satisfaction and testing the direct and indirect effects of service quality on student loyalty with a mediation role of student satisfaction. They have made the study based on the survey research decision and collected their data from three universities in India. Following various steps of exploratory and confirmatory factor analysis to assess the validity and reliability of the instrument, they have completed an analysis for the development of a research instrument of HieduQual using structural modeling. The findings of their research indicate that there are six dimensions of service quality which are Teaching, Administrative service, support service, hostel facilities, library and lab facilities, and

internationalization. They have successfully managed to develop the proposed research model and proved the mediator role of student satisfaction between service quality, student loyalty. They have also found out service quality is an important input to student satisfaction. Moreover, gender and age played a major role in determining the different perceptions of students about constructs investigated. The study identified that students perceived service quality is a key antecedent to students satisfaction and loyalty, which conveys service quality is an important construct (Annamdevula, et al., 2016).

Onditi and Wechuli (2017) have made a review of the literature on Service quality and Student satisfaction in Higher Education Institutions; they have made their paper based on the gap's analysis and hierarchal model. They have indicated that service quality is considered as a key determinant of performance of higher education institution. Moreover, they implied that the student of the institution defines quality based on the experience with service delivery of the institution. Therefore, institutions have an impact on the service quality through their delivery process and service output. They have concluded that service quality in higher education is a multi-dimensional construct and there is no consensus among authors on the dimensions or the best model to use for the evaluation of service quality (Onditi, et al., 1992).

A. Osman, R. Saputra and J Saha (2017) made a study by investigating the relationship between service quality, program quality and student satisfaction in the context of higher education in Bangladesh. On their literature review, it is indicated that student satisfaction is under-researched area and they wanted to explore the relationship between the service quality, program quality and student satisfaction using structural equation modeling. According to Osman, et al. (2017), student satisfaction and its consequences are vital for sustainability in the area of higher education. Having revised an extensive literature on service quality and student satisfaction they have concluded that,if service aspects are executed in a sound manner student satisfaction would be ensured. At the result they have made two hypotheses, the first is that service quality has a significant relationship on student satisfaction which is also a basis for this study. Their second hypothesis is that program quality has a significant relationship with student satisfaction. They have used the SERVPERF method of (J. Joseph Cronin, et al., 1992) using a cross-sectional study they have found that both service quality and program quality has a significant influence on service quality. Even though both of their hypothesis is supported as findings indicated high

program quality perception established higher satisfaction they recommended that program quality is more significant and a rigorous consideration should be made on program quality without ignoring service quality (Osman, et al., 2017).

Khoo, Ha, and McGregor (2017), made a study focusing on students' perception of the quality of non-academic services received in higher education. They have indicated that even though students' evaluation of services has been discussed in many kinds of literature, there is insufficient work in the areas of the private tertiary education sector. Therefore, they have made the study with the purpose of examining the relationship between service quality and student satisfaction and behavioral intention in private tertiary education sector using Singapore as a case study. Their study was made by adopting a quantitative research approach and conducted a survey in two private tertiary institutions in Singapore. They have assessed the relationship between student expectation and perception of service levels utilizing SERVQUAL and analyzed their data using SPSS. At the result of their study supported two of their hypothesis which is perceived service quality is positively correlated to satisfaction, Satisfaction is positively correlated to favorable behavioral intention. Their third hypothesis which is the effect of perceived service quality on loyalty, paying more, switching school and complaining are mediated by satisfaction is partially supported. They have concluded that perceived service quality influence students' intention to remain loyal and even stay in the institution paying a higher fee. Therefore, if students are satisfied with their behavioral intention to the institution is strengthening (Khoo, et al., 2017).

Abera, (2016) made a study to determine the quality of support services provided by University of South Africa (UNISA) to doctoral students based in Ethiopia. She has indicated that the area is an unexplored field of research with many research possibilities. In her study, the gap analysis model of (Parasuraman, et al., 1985) was used as a starting point. Her research was made with an aim to develop an instrument that can measure student support service quality in Ethiopian ODL environment. Based on her analysis, she has found that in order to measure the student support quality, there are five essential dimensions. The dimensions she has developed are Supervision Support, Infrastructure, Admin Support, Academic Facilitation, and Corporate Image. After applying her own instrument, her findings indicate that there is a discrepancy between student expectation and their experience on the quality of service and their satisfaction level is affected

by the four dimensions except for the corporate image. Moreover, the dimensions of Supervision and Corporate Image are the most significant dimensions that contribute to student satisfaction or dissatisfaction (Aberra, 2016). The following table provides a summary of some of the various authors and measurement scales developed for measuring service quality and the dimensions covered by each scale.

Table 2. 1: Selected Service quality studies and dimensions in higher education

Author (s)	Service Quality Dimensions
Zeithaml et al (1988) Service Quality Model (SERVQUAL)	Tangibles, Reliability Responsiveness, Assurance Empathy
Cronin and Taylor (1992) Performance only; service Quality Performance Model (SERVPERF)	Reliability, Assurance, Tangibles Empathy, Responsiveness
Oldfield and Baron (2000) (SERVPERF)	Requisite Acceptable Functional
Firdaus (2006) Higher Education Performance (HEdPERF)	Non – Academic aspects, Academic aspects Reputation, Access, Programme issues Understanding
Annamderula and Bellamkonda (2012) Higher Education Service Quality (HiEdQUAL)	Teaching, Administrative services Support services, Hostel facilities Library & lab facilities, Internationalization
Tsige Aberra (2016) Instrument to measure Student Support Service quality for ODL	Supervision Support, Infrastructure Admin Support, Academic facilitation Corporate Image

Source: Compiled by the researcher, 2019

As shown in the above table, scholars used varied service quality dimensions on their various research works in higher education. This researcher studied service quality and student satisfaction based on evidence from the selected two Private Ethiopian Universities providing distance education service in Ethiopia by using the modified SERVPERF model. Moreover, the service quality dimensions are considered as identified by students from the study of (Oldfield, et al., 2000) by measuring the students' perceptions based on experiences of distance undergraduate students of the selected private Ethiopian universities in Addis Ababa, Ethiopia.

2.2. Conceptual Framework and Research Hypothesis

The following section illustrates the conceptual framework of the study; a discussion of the elements of the conceptual framework and finally the proposed research hypotheses is discussed in line with the research question and objectives.

2.4.1 Conceptual Framework

This conceptual framework is made on service quality and student satisfaction. Instead of adopting the standard service quality dimensions of SERVQUAL and SERVPERF (tangibility, reliability, assurance, empathy, and responsiveness) the research is done by adapting the SERVPERF model from Oldfield and Baron (2000) that is a modified version of the original model suitable to measure service quality in the selected two private Ethiopian Universities which constitutes three service quality dimensions or variables.

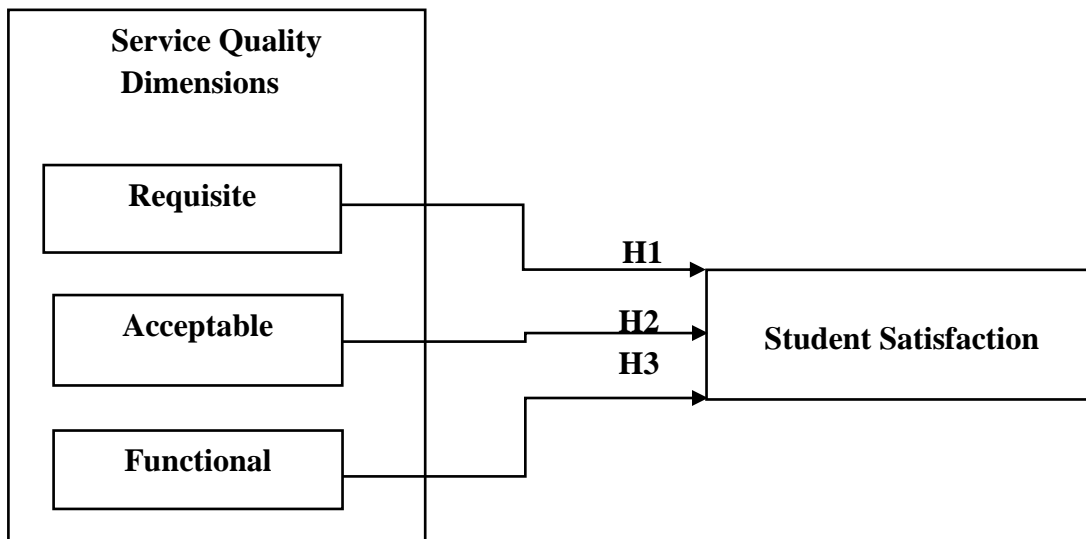


Figure 2. 1: Conceptual Framework– Adapted from Oldfield and Baron (2000)

2.4.2 Elements of the Conceptual Framework

The study conceptual framework proposes that student satisfaction is directly related to service quality dimensions and the elements of the service quality dimensions for this study are discussed below.

- 1. Requisite variables:** These items are essential to a consumer in the service delivery process which consists of coordination and communication between academic and non-academic staff, priority in course management actions, students' expectation for academic staff to understand their needs, whether they are dealt with in a caring fashion, and whether they have knowledge of course provision.
- 2. Acceptable variables:** These are the items that consumers view as desirable, however not essential, during the course of service delivery, those related with the way academic staff treat the students, whether the academic staff are performing timely actions to respond to requests for assistance, or to give individual attention to them, showing courtesy and a sincere interest towards the students.
- 3. Functional variables:** relate to the practical or serviceable environment in the service delivery process, such as the physical environment of the service encounter issues whether the IT equipment is up-to-date or old-fashioned, the opening hours of the university, permission for using the facilities on weekends.

2.4.3 Research Hypotheses

A review of the literature shows there is a positive relationship between student satisfaction and service quality. The concept has been thoroughly discussed in the literature review. Scholars such as Annamdevula, et al. (2016), Osman, et al. (2017) and Khoo, et al. (2017) argue for the positive relationship between service quality and student satisfaction. The researcher adopts the three service quality dimensions drawn from SERVPERF model modified to fit higher education as per Oldfield and Baron 2000.

Accordingly, the following hypotheses are proposed based on its importance in answering the research questions in detail and achieving the objectives of the study.

H1 – There is a significant relationship between Requisite Service Quality Dimensions and student satisfaction in both selected private Ethiopian Universities.

H2 – There is a significant relationship between Acceptable Service Quality Dimensions and student satisfaction in both selected private Ethiopian Universities.

H3 – There is a significant relationship between Functional Service Quality Dimensions and student satisfaction in both selected private Ethiopian universities.

In addition to meeting the objectives of the study, doing this research on students service experience from the selected private Ethiopian Universities offering distance education the study contributes to the academic of knowledge by contributing its own value to the various studies on service quality and student satisfaction. As Oldfield and Baron (2000) indicated that there is limited research in this area and the importance of replicating the study in various educational setups and one of the recommended areas are doing the research in student experience of service in distance learning modes of delivery (Oldfield, et al., 2000).

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Introduction

This chapter focuses on the research design and methodology of the study. The discussion is made on the general research approach to be followed for the study. The existing relationship between research questions, objectives and research approaches is also indicated. The discussion moved to the target population, sampling technique, and sample size. Data sources and collection methods, data collection instrument, and data analysis methods are also indicated. The chapter is concluded by discussing the ethical consideration for the study.

3.2. Research Design

There are two general research approaches, deductive and inductive. Deductive method of research is based on developing the hypotheses and then testing it via collected data. This research adopted a deductive method of research. In regard to the research philosophy, there are two main approaches, positivism and phenomenology. Positivism follows quantitative data and is an objective approach, while phenomenology implies a subjective approach, concentrating on meanings. Considering the objectives, with detailed literature review and following previous studies made in the area, a quantitative research method approach selected to be used for the research.

The quantitative research approach adopts various methods like the survey. According to Leedy and Ormond (2010), survey research involves acquiring information about one or more group of people perhaps about their characteristics, opinions, attitudes, or previous experiences (Leedy, et al., 2010:187). The research structure is cross-sectional research, this is because this research is done one time and the researcher does not study the problem over a period.

Based on the findings of the research, it is to create awareness about the students' perceptions of service quality and their satisfaction on the services that are currently provided by both private Ethiopian Universities in Addis Ababa and recommend the universities on ways to improve their service quality in the respective service dimensions. Additionally, it is to indicate an area of service improvements to excel in the service quality of the universities.

3.3. Data Types and Data Sources

In conducting this study, both primary and secondary data is used this is to incorporate findings across various data sets and to reduce the impact of potential biases. The survey research typically involves an interview or a written questionnaire and for this study, a questionnaire is used to collect the empirical primary data.

The secondary data is acquired from reviewing related literature. Document Analysis is “a systematic procedure for reviewing or evaluating documents-both printed and electronic material and like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge” (Corbin & Strauss, 2008, cited in Bowen, 2009). Therefore, for this study, various documents such as articles, books, journals, websites, and e-books have been used to enrich the data and the research as Bowen (2009) explained it further that “documents that may be used for systematic evaluation as part of a study take a variety of forms. They include advertisements; background papers; books and brochures; event programs (i.e., printed outlines); maps and charts; newspapers; press releases; program proposals, application forms, and summaries; radio and television program scripts; organizational or institutional reports; survey data; and various public records. Scrapbooks and photo albums can also furnish documentary material for research purposes” (Bowen, 2009:27-28).

3.4. Population of the Study

In selecting the population of the study the researcher analyzed the list of accredited private higher education institution in Ethiopia obtained from HERQA. The list indicates the date the

private higher institutions acquired permission to operate in the sector along with the list of offerings for which the permission is provided and the place/campus they got permission to operate. The list obtained list of some private institutions whose operational permission dates have expired and some are left with a year or two but some can operate for the next three to five years. Moreover, some are providing the distance education service for only one field of study while other private institutions provide qualification choice more than ten (HERQA, 2019).

As per Vogt et al (2007), a sample survey can be better in containing less error and less cost than census (Vogt, 2007:76). Considering the time and cost to reach the distance education students all over the country, the researcher specifically wants to do the research on those institutions offering distance education in Addis Ababa. In doing so, the researcher purposefully further filtered the list and 20 institutions offering distance education has been found. In analyzing the list systematically, the focus was on the institutions with ample experience and having a number of qualification choices to students. Moreover, the selection is also based on the valid permission the institutions have from HERQA to operate in the sector for the next three to five years.

Accordingly, the researcher selected to do the research based on experiences of undergraduate distance education students of the two pioneer private higher education institutions providing distance education in number of qualifications. According to Merriam (2009), Purposive sampling is based on the assumption that the investigator wants to discover, understand and gain insight and therefore must select a sample from which most can be learned (Sharan, 2009). Therefore, a purposive sampling method is used to filter those who are best suit for the purpose of the study to filter the samples to be taken from the list. The first sample of population is taken from Alpha University, a private university providing around 11 distance undergraduate offerings in business and other fields (Alpha University, 2019) and the second sample of population is also taken from St. Mary's University, which also offers around 16 undergraduate distance education field of programs (St. Mary's University, 2019). In order to keep the study manageable, the respondents were drawn only from a convenient sample of the selected two private Ethiopian universities in providing distance education in Addis Ababa, Ethiopia.

3.5. Sampling Procedure

The two basic types of sampling are probability and non-probability sampling. From non-probability sampling methods, convenience sampling selected to be used in this study this is because the students are scattered across the country and gaining access to them is difficult. However, the researcher managed to contact the students and collect the data on the dates the students are gathered to attend tutorial programs of both Universities as well as when the students visit their respective University for various reasons during the data collection period.

As per the suggestions of Woodruff, Cadotte, and Jenkins (1983) as cited (J. Joseph Cronin, et al., 1992:57) that expectations should be based on experience norms-what consumers should expect from a given service provider given their experience with that specific type of service organization. Onditi and Wechuli (1992), also indicates it is the student of the institution of higher learning who defines quality. The students determine the cognitive value of services based on their previous experience with the service delivered (Onditi, et al., 1992).

Therefore, the researcher collected the empirical data from undergraduate distance students of both universities with experience of studying in the selected private Ethiopian university minimum of a semester. Also, as not all students were willing to participate in the study. The empirical data is collected from students, who were able to be found in each universities Addis Ababa distance education coordination office and who agreed to participate in the study.

3.5.1. Sample size

The sample size for any study depends on the required precision of the study(the purpose), the size and the nature of the people under study(the population), the time, budget and resources available(the procedural aspects) and the importance of the results(publishing aspects) of the study (Bradley, 2013).

Leedy & Ormrod (2010) suggest for a population beyond a certain point (about N=5000), the population size is irrelevant and a sample size of 400 would be adequate. On this study a sample of 400 distance undergraduate students from the selected sample institutions was taken.

Referring to previous similar studies conducted, such as Brochado (2009) took a (sample size of 360), Khoo & Mc. Gregor (2017) took a (sample size of 324), and Osman, et al.(2017) (sample size of 331), and this research with sample size of 400 distance undergraduate students was considered sufficiently large.

The sample size of 400 distance undergraduate students was equally divided between the two private institutions, which comprises sample size of 200 distance undergraduate students from each selected private Ethiopian universities. This is because as the students are located all over the country, the researcher was only able to contact those who attend the tutorial session arranged by the distance education coordinators and during various students visit to the corresponding offices.

Moreover, the empirical data was collected from those distance undergraduate students who were able to attend the tutorial programs and visit their respective university during the two weeks' data collection period and those students who were willing to participate in the study reaching them otherwise is very hard.

3.5.2. Sampling Techniques

The Sampling method which is used in this particular research is non – probability sampling method of which convenient sampling method have been used. Convenience sample as per (Vogt, 2007) is the most widely used of all sampling techniques it is because of its convenience to do so. Since the students of the universities are located everywhere in the country reaching them and getting their response can be ensured on their convenience to attend the tutorial programs arranged by both universities as well as when they come visit the office for various reasons during the data collection.

The researcher contacts some of the respondents in person and they are informed about the study and the data is collected on their willingness and consent in participating on the study and also dropped of the questionnaire at each university distance contact center explaining the purpose of the research and the target population for their assistance in data collection.

3.6. Data Gathering Instruments & Collection Procedure

As discussed in the literature review chapter, there are numbers of service quality measurement instruments. After a detailed literature review, the researcher has selected the SERVPERF model to measure service quality and student satisfaction in two private Ethiopian universities providing distance education service in Addis Ababa, Ethiopia.

The researcher specifically adapted the model and the questionnaire as an instrument which is developed by Oldfield and Baron (2000) as it fits into higher education the researcher proposes to study. The researcher finds this method very practical to collect the empirical data as the respondents can be located anywhere in the country, if it was not for permission granted on both universities distance coordination office to approach the students in the tutorial programs, reaching them otherwise is very difficult to manage.

The questionnaire has two sections; the first section covers the general demographical information. This section is designed to gather information such as gender and age category of the respondent, the semester the students are registered for to filter the target population as the researcher targeted to get the perception of students on the service of the selected universities under study with minimum experience of a term study.

The second section of the questionnaire covers questions pertaining to the three elements of service quality dimensions. Those are the requisite, the acceptable and the functional variables. The questions for those elements of service dimensions are SERVPERF questions as modified to fit the purpose as adopted from Oldfield and Baron (2000).

Additionally, the researcher included two questions to assess the overall student satisfaction on their respective university, all questions are developed based on 5-point Likert scale (1= strongly disagree to 5= strongly agree). this is because according to (Vogt, 2007) questions arranged in such an approach provides the researcher to get a general overall rating which tends to be more accurate than answers to a single question.

The data collection procedure for this research was undertaken in three phases. During the first phase, the selected two university distance coordination office and other relevant office was contacted for collaboration. The purpose of the study was presented along with supporting letter

and questionnaire. On the second phase, the researcher provides the survey questionnaire was distributed to students on campus visit of the researcher and it was also dropped off at each university distance coordination office where the students often visit. The data was collected in collaboration with staffs of each university and the third phase was collection of the filled questionnaire periodically for parallel data entry.

3.7. Data Analysis Techniques

The data which are collected from the literature reviewed and through the analysis of various documents like empirical reviews, books, articles, and journals helped to build a comprehensive knowledge about the topic, and the gap with the existing body of knowledge and to select the research tools.

3.7.1. Validity

Validity is the extent to which a measure or set of measures correctly represents the concept of study. Vogt (2007) also defines validity as the consistency of the measurement or design. It is the relevance of the design or measure for the question being investigated or the appropriateness of the design or measure for the research coming to accurate conclusions. This research is done by adopting a validated standardized questionnaire of SERVPERF specifically the one modified to fit for higher education by Oldfield and Baron (2000) in a public domain.

3.7.2. Reliability

Reliability deals with ensuring the trustworthiness of the investigation or lack of random measurement errors. The researcher statistically measures the reliability of the research for internal consistency and reliability of factors with the Cronbach's Alpha test and all the variables that were employed within the scale were generally reliable and the result is discussed in the next chapter. Cronbach's alpha is the measure researchers typically use when they want to see whether several items they think measure the same thing are correlated (Vogt, 2007).

3.7.3. Statistical Analysis methods

The data collected from the questionnaire is quantitatively analyzed using a standard Statistical Package for the Social Sciences (SPSS) the results of the analysis along with the interpretation is discussed in the next chapter.

The analysis methods which are used in the analyzing of the questionnaires are the following:

- **Descriptive analysis** is used to explore the common variables within the research. Specifically, the descriptive statistics applied in this study included the measures of the mean, medium and standard deviation.
- **Correlation analysis** is also done to identify if there is a relationship between two independent and dependent variables. In this study, correlation analysis was undertaken in order to identify the strength of the relationships of the variables pertaining to each service quality dimensions.
- **Regression analysis** is used to show the relationship between each service quality dimensions with student satisfaction.

3.8. Ethical Consideration

The research is done following the basic ethical principles of research and adhering to the rules and guidelines of Addis Ababa University, School of Commerce Thesis Writing, Examination and Grading Guidelines (Addis Ababa University, 2018). The researcher presented the proposal in the Department of Marketing Management at Addis Ababa University and it was approved by the examiners and the department to continue with the research. The researcher collected a letter of collaboration for cooperation and permission to contact the students of the selected two Private Ethiopian Universities for participation in the research as well.

When the researcher met the respondents, a brief explanation of the purpose of the study and their right to withdraw from the study at any time is informed. In addition, in the covering letter attached the questionnaire, confidentiality of the questionnaire is clarified stating that the data

collected is to be used only for academic research purpose and by informing them not to disclose their names or any other personal identifying information on the questionnaire. Therefore, the respondents responded on their consent and on their convenience, they have remained anonymous throughout the research and they will also be anonymous in the publication of the research results; this assures that there no associated risk in participation on this research. Therefore, privacy, dignity, and interest of participants, as well as confidentiality and anonymity of the research data, is maintained and protected. The researcher also provided a letter confirming the researcher's status as a student of Addis Ababa University, School of Commerce to get the necessary data and cooperation in conducting this research.

CHAPTER FOUR

4. RESULTS AND INTERPRETATION

4.1. Introduction

This chapter reports on the analysis and interpretation of the empirical findings from the data that were obtained from the service quality and student satisfaction survey questionnaire of this study. The chapter attempted to present the outputs of analyzed information and its interpretation. The following descriptive analysis described the demographic profile of respondents, the summary of responses in each item, the responses in the service quality dimensions as well as their satisfaction in the service of their university.

4.2. Descriptive Analysis

This section involves the descriptive statistics which is relevant to the total population and the sample private Ethiopian Universities under study. In addition, the validity and reliability measures of the scale are also reported.

The total sample referred in this section includes both of the sample populations that were chosen as the sample for the study. The researcher distributed a total of 400 questionnaires in the two selected private Ethiopian universities which was equally divided in to 200 questionnaires for each university but the response rate was 90% which makes the number of returned questionnaire 360.

4.2.1. Characteristics of Respondents

The following table summarizes the demographical characteristics of the respondents. The respondents of Alpha University with a rate of 85% questionnaire collected constitutes to 47.2% of the total and students of St. Mary's University with respondent rate of 95% questionnaire

collected, constitutes to 52.8% of the total response. 43% of the respondents were female while the male was 57% of the total population. When we see the age category of the respondents the majority are between the age range of 25-35 constituting about 43% of the respondents and the next category was students above the age of 35 constituting 38% of the respondent and with the age category of 18-24, respondents constitute only 19%. This result implies the majority of distance undergraduate students of those institutions are male and matured.

Table 4. 1: Characteristics of the respondents

Variable	Level	Frequency	Percent
University	Alpha University College	170	47.2
	St Mary's University College	190	52.8
	Total	360	100.0
Gender	Female	156	43.3
	Male	204	56.7
	Total	360	100.0
Age	18-24	70	19.4
	25-35	154	42.8
	35-45	58	16.1
	45-55	40	11.1
	above 55	38	10.6
	Total	360	100.0

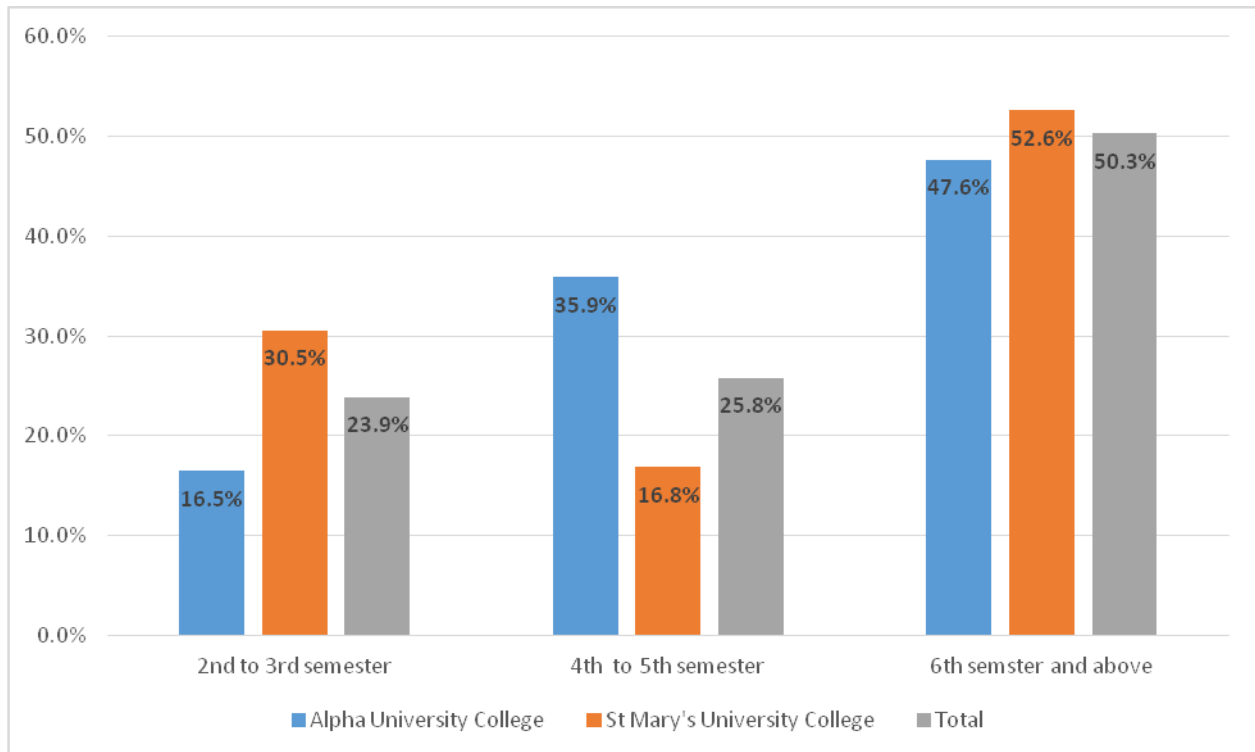
Source: Own Survey 2019

4.2.2. Respondents Experience of Service per Semester/Term

Measuring service experience of students whom at least have semester/term of a study experience as they are believed to explore the overall service provided in their respective university. The result on below figure indicates, majority of the respondents from Alpha University and St. Mary's University fall under the category of experience studying six and above semester/term constituting 47.6% and 52.6% respectively.

Respondents with an experience of studying four to five semester/term is a category with the next largest respondents constituting 35.9% from Alpha University while the respondents from St. Mary's University, constitutes only 16.8%. When we see the least category of respondents are with a service experience of studying two to three semester, the respondents from Alpha University, constitutes 16.5% while respondents from St. Mary's University, constitutes 30.5%.

The majority of the respondents at both universities fall under the experience of service studying for six and above semester or term in the university. The researcher consider the timing of the data collection may have it is own contribution for the variation. At the result the researcher couldn't make comparative views of students such as first year/first semester or term students with last term students. However, as most of the respondents of the questionnaire were students with an experience of service studying in both universities for six and more semester or term their evaluation of service is considered valuable. Provided that there are views that a satisfaction level of students would deteriorate over time but the findings of this research indicates otherwise.



Source: Own Survey 2019

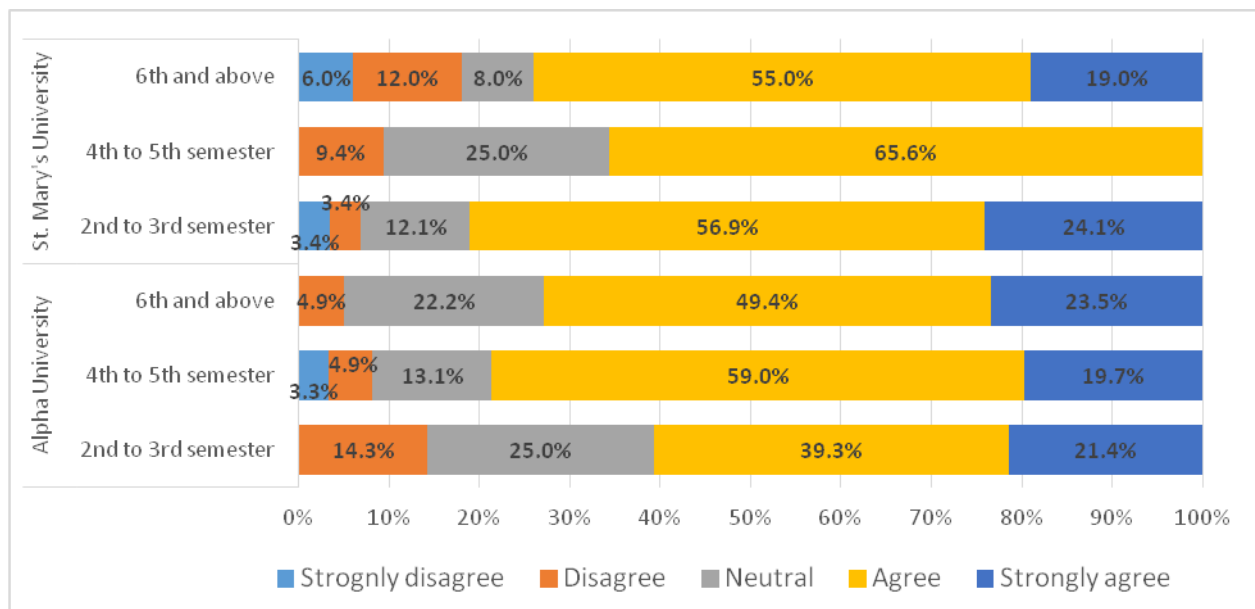
Figure 4. 1: Respondents Experience of Service of the University per Semester/Term

4.2.3. Students Satisfaction

Students' Satisfaction being the dependent variable of the study on the service quality dimensions, the researcher measured the student satisfaction with two additional questions on the questionnaire. Both questions were included in the survey questionnaire using a five point Likert scale ranging from strongly agree (5) to strongly disagree (1).

4.2.3.1. Overall Satisfaction

The first question measures the overall students' satisfaction on the service experience they have studying above a semester in their respective institution as indicated in the below chart. However, in order to make the interpretation meaningful the researcher prefers to explain the implication in a way that strongly disagree and disagree interpreted into unsatisfied while neutral remains as it is, strongly agree and agree are interpreted categorizing into satisfied.



Source: Own Survey 2019

Figure 4. 2: Overall Students' Satisfaction on the Service Experience per University

When we see the satisfaction of students studying in Alpha University studying under a category of six and above semester or term, 73% of them are very satisfied with the overall service of the university, 22% of them have neutral views while 5% are not satisfied. When we see the satisfaction of students with an experience of studying under a category for four to five semester 79% of students show they are satisfied while 13% have neutral views 8% are not satisfied. When we see the satisfaction of students with an experience of studying for two to three semester 61% are satisfied, 25% have neutral views while 14% are not satisfied.

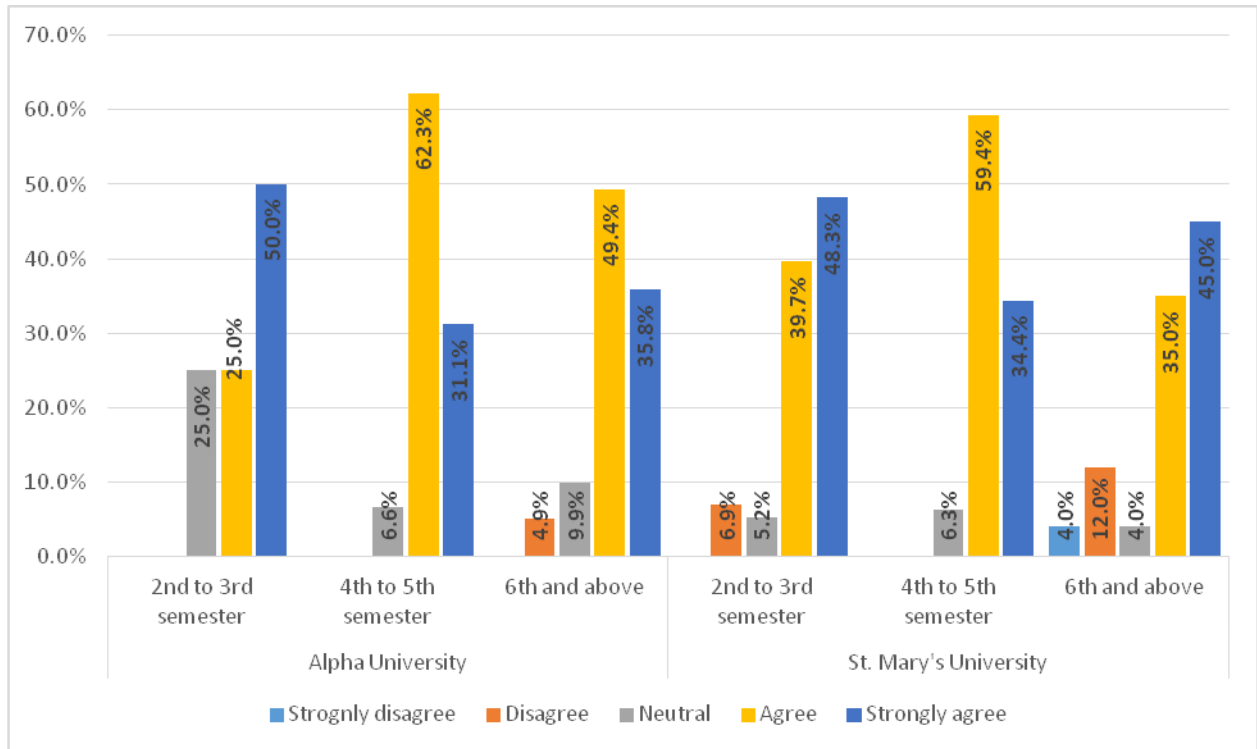
Finally, when we see the overall satisfaction level of students at Alpha University, 73% are satisfied with the overall service but 27% of students have neutral views or dissatisfied with the service delivery.

When we see satisfaction of students studying in St. Mary's University under a category of studying six and above semester or term, 74% of them are very satisfied with the overall service of the university, 8% of them have neutral views while 18% are not satisfied. When we see the satisfaction of students with an experience of studying under a category of studying four to five semester study about 66% shows are satisfied while 25% have neutral views 9% are not satisfied. The satisfaction of students with an experience of studying under a category of two to three semesters shows 80% are satisfied, 12% have neutral views while 8% are not satisfied.

The overall summary of satisfaction level of students at St. Mary's University with 75% shows the majority of the students in each category are satisfied with the overall service, but there are 25% of students who have neutral views or dissatisfied with the service delivery.

4.2.3.1. Recommending to Others

The second question pertaining to measure student satisfaction by analyzing students' views about recommending the university to others on the below chart. Likewise, in order to make the interpretation meaningful the researcher prefers to explain the implication in a way that strongly disagree and disagree interpreted into doesn't want to recommend while neutral remains as it is, strongly agree and agree are interpreted categorizing into agreeing to recommend the university.



Source: Own Survey 2019

Figure 4. 3: Recommending the University to others

When we see the views of students about their willingness to recommend, students of Alpha University College, with an experience of studying under a category of six and above semester or term, 85% of them are willing to recommend the university to others, while 10% have neutral views but 5% doesn't want to recommend the university to others. When we see the willingness of students to recommend with an experience of studying under a category for four to five semester 93% of students show their willingness to recommend while 7% have neutral views. When we see the willingness of student to recommend with an experience of studying for two to three semester, 75% are willing to recommend while 25% have neutral views about recommending to others.

In summary, when we see the overall willingness of students to recommend Alpha University, 86% are willing to recommend to others. While 10% have neutral views, 3% of students do not want to recommend the university to others.

When we see the views of students about their willingness to recommend, students of St. Mary's University, with an experience of studying under a category of six and above semester or term, 80% of them are willing to recommend the university to others, while 4% have neutral views but 16% doesn't want to recommend the university to others. When we see the willingness of students to recommend with an experience of studying under a category for four to five semester 94% of students show their willingness to recommend while 6% have neutral views. When we see the willingness of student to recommend with an experience of studying for two to three semester 88% are willing to recommend, while 5% have neutral views about recommending to others 7% doesn't want to recommend.

In summary, when we see the overall willingness of students to recommend St. Mary's University, 85% are willing to recommend to others. While 10%, of students doesn't want to recommend 5% of the students have neutral views about recommending the university to others.

4.2.4. Validity of a Scale

The research is made by adopting a standardized and validated questionnaire of Oldfield and Baron (2000) but further, reliability of the scale has been conducted. The Cronbach alpha value obtained for the entire scale and for the separate sample institutions (Alpha University and St. Mary's University) is good, thus indicating a high level of consistency.

Furthermore, the measures of central tendency and the measures of dispersion are calculated on the three pre-determined service quality dimensions of the requisite, acceptable and functional variables. The number of the completed questionnaires is shown as the Valid N in the table below. The minimum and maximum values depict the responses to the Likert-scaled questions of each dimension, ranging from strongly agree (5) to strongly disagree (1). The standard deviation is a linked to the arithmetic mean in that it is a measure that attempts to resolve the average distance of interpretations from the measurement of the arithmetic mean interpretations.

Table 4. 2: Overall Mean, Standard Deviation and each Universities

Students Perceptions of Service quality	Alpha University			St Mary's University			Overall		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Requisite	170	3.7475	0.5497	190	3.664	0.6772	360	3.7034	0.62083
Acceptable	170	3.4424	0.5737	190	3.4442	0.6690	360	3.4433	0.62493
Functional	170	3.6882	0.6282	190	3.6368	0.6629	360	3.6611	0.64637
Student Satisfaction	170	4.0324	0.6276	190	3.9553	0.92115	360	3.9917	0.79601

Source: Own Survey 2019

The results for the analysis under Alpha University indicate that the highest mean calculated is for requisite service quality dimension, followed by the functional service quality then acceptable service quality dimension with values of 3.75, 3.69 and 3.44 respectively. This implies the respondents of Alpha University indicated that the variables pertaining to requisite service quality dimension is more important than the acceptable and the functional service quality dimension. Then from the acceptable and functional service quality dimension, the functional service quality variables are more important.

The results for St. Mary's University also indicates the requisite service quality dimension is the important service quality dimension having the highest mean, followed by the functional and then acceptable service quality dimension with a values of 3.66, 3.63 and 3.44 respectively. This also implies that the respondents of St. Mary's University indicated that the variables pertaining to the requisite service quality dimension is more important than the acceptable and functional service quality dimension. Then from the Acceptable and functional service quality dimension, the functional service quality variables are more important.

Finally, when we see the overall, the results show the same pattern, requisite having the highest mean value of 3.703 followed by the functional service quality dimension with a value of 3.67 and acceptable service quality dimension of value 3.443 respectively. However, the standard deviation values are below the value 1.00, and therefore the arithmetic mean was viewed as providing a suitably satisfactory indication of the responses.

4.2.5. Reliability of the scale

The reliability of the research instrument was determined through calculating the Cronbach alpha coefficient of the total scale with each three service quality dimensions as well as the dependent variable; student satisfaction. The following table provides an overview of the reliability analysis.

Table 4. 3: Reliability Analysis

Students Perceptions of Service Quality	Cronbach's Alpha if Item Deleted	N(Population)
Requisite	.912	360
Acceptable	.778	360
Functional	.700	360
Student Satisfaction	.700	360

Source: Own Survey 2019

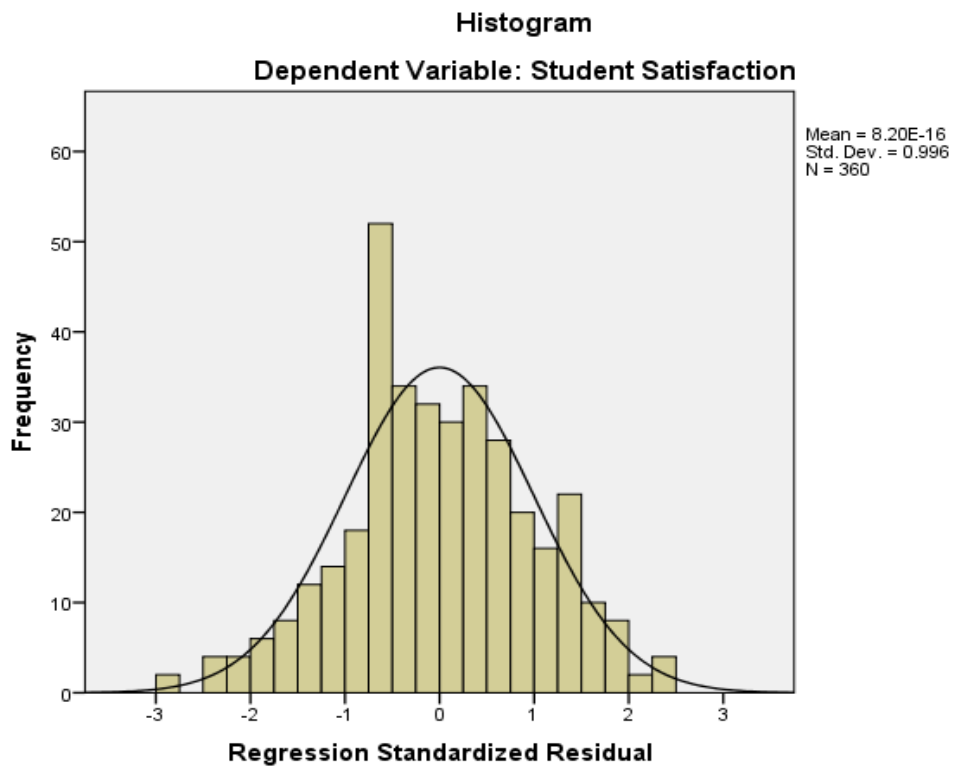
Cronbach's alpha was also taken into consideration for each of the three higher education service quality dimensions as well as the student satisfaction which is the dependent variable. The Requisite variables returned a Cronbach alpha value of 0.912, is the highest service quality dimension. Acceptable variables returned with a Cronbach alpha value of 0.778 and the Functional variables got a Cronbach alpha value of 0.700. The dependent Student satisfaction variables got Cronbach alpha value of 0.700. All of these values are above the general guideline of 0.700 proves the reliability of the instrument.

4.2.6. Assumptions of Regression Analysis

Regression analysis has some assumptions to be met for the research to be of normality, linearity as well as multicollinearity. Accordingly, the testes have been conducted and the assumptions results are shown below.

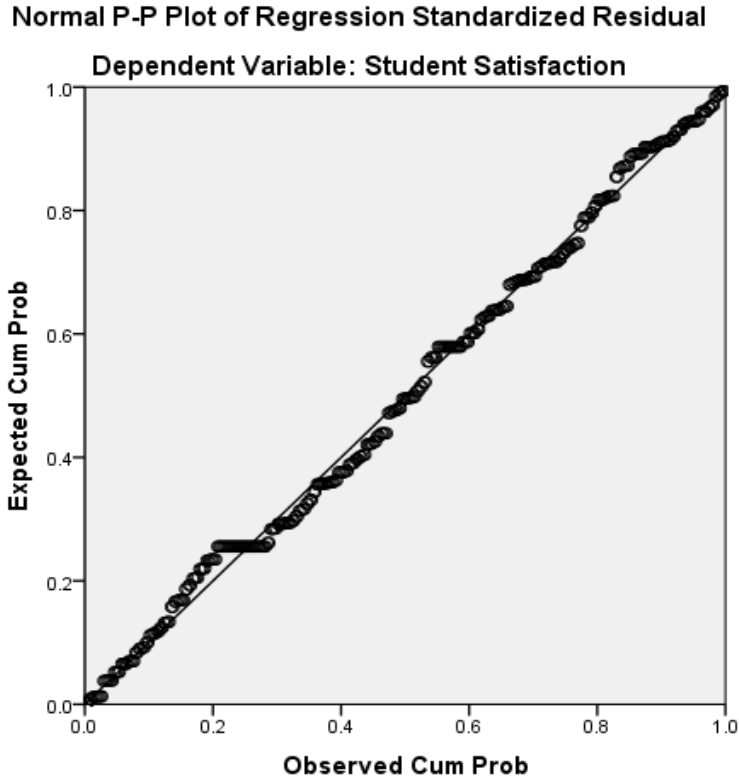
4.2.6.1. Normality

The below histogram shows the normality of the actual data distribution as measures for this study are within that range between -2 and +2 values.



Source: Own Survey 2019

Figure 4. 4: Histogram on the distribution of Student Satisfaction



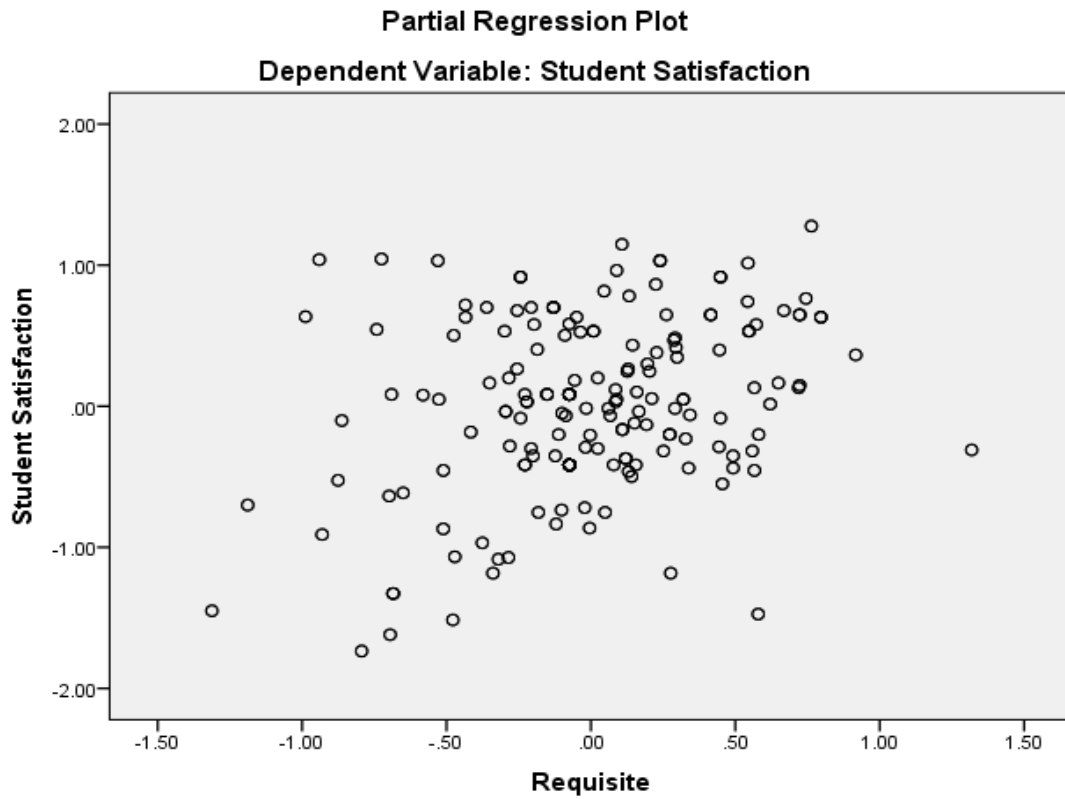
Source: Own Survey 2019

Figure 4. 5: Normal P-P Plot of Regression Standardized Residual

The above figure 4. 4 and figure 4.5 showed that normality assumption for the Multiple Linear Regression is satisfied.

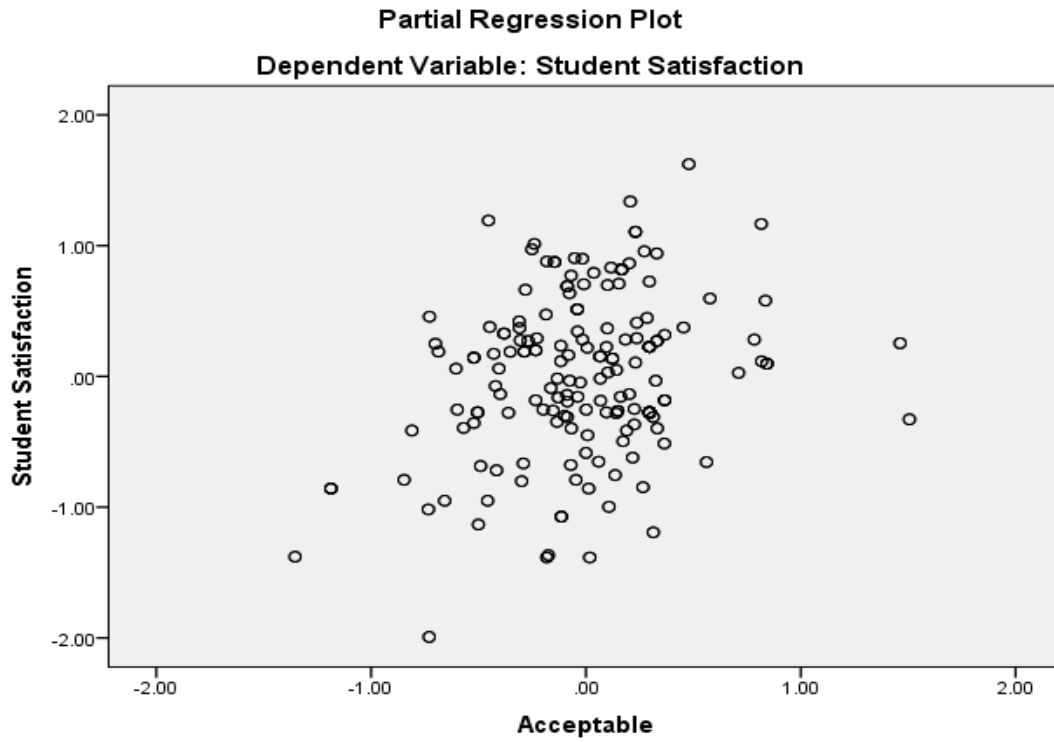
4.2.6.2. Linearity

The result of the below linearity test also indicates the existence of linear relationship between student satisfaction and service quality dimensions. The result shows the closeness of the data of this study is to the linear line which means there is positive relationship between each service quality dimensions and student satisfaction. The implication is that, whenever there is an increase on the service quality dimensions, student satisfaction will also increase.



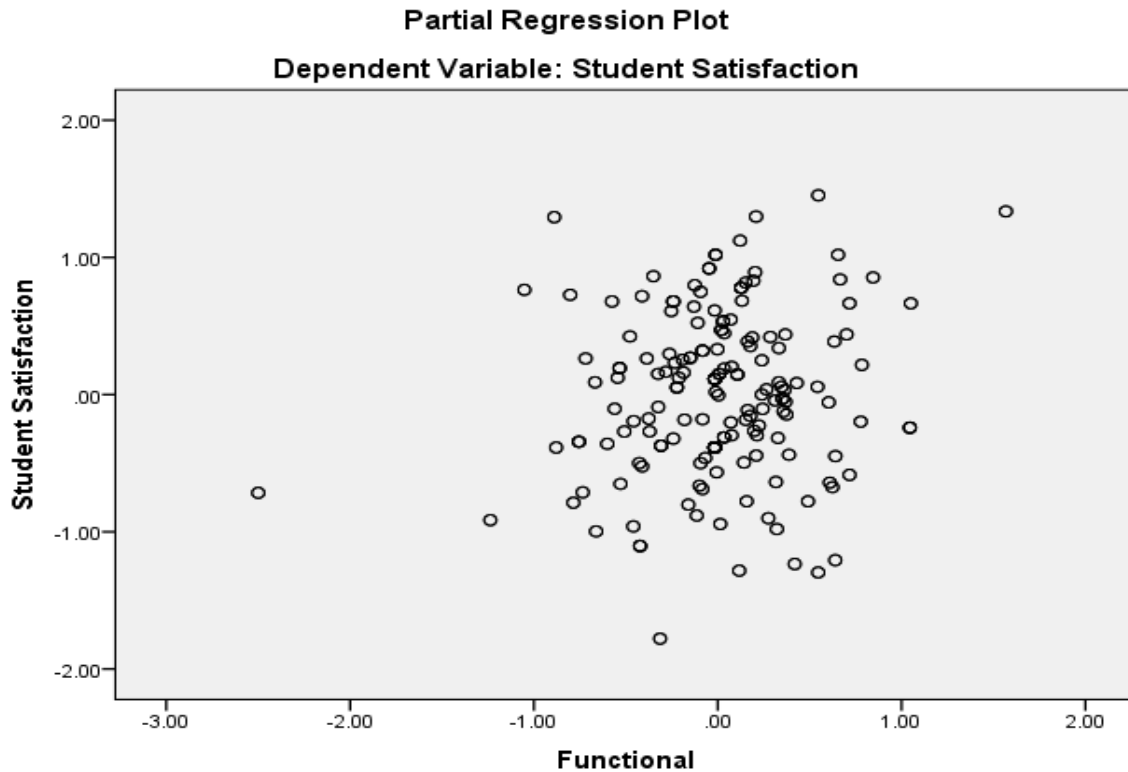
Source: Own Survey 2019

Figure 4. 6: Existence of Linear Relationship between Requisite Service Quality Dimension and Student Satisfaction



Source: Own Survey 2019

Figure 4. 7: Existence of Linear Relationship between Acceptable Service Quality Dimension and Students Satisfaction



Source: Own Survey 2019

Figure 4. 8: Existence of Linear Relationship between Functional Service Quality Dimension and Student Satisfaction

The above figures from Figure 4.6 to Figure 4.8 revealed that the independent variables (Service Quality Dimensions) namely Requisite service quality dimension, Acceptable service quality dimension and Functional service quality dimension are linearly correlated to the dependent variable, Student satisfaction.

4.2.6.3. Durbin-Watson Test

The below table indicates the assumption that values of the residuals are independent, this is indicated on the following Durbin-Watson statistical test.

Table 4. 4: Durbin-Watson Test

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.684 ^a	.467	.463	.58342	1.601

a. Predictors: (Constant), Functional, Requisite , Acceptable

b. Dependent Variable: Student Satisfaction

Source: Own Survey 2019

Accordingly, the result on the above model summary indicates our residuals are independent or uncorrelated, for this assumption to be met value needed to be close to 2. In this study, the value of Durbin-Watson test is 1.601 and we can say this assumption is also met.

4.2.6.1. Multi Collinearity

The other assumption is that there is no multi collinearity in the data. When we see the collinearity statistics in the table below the independent variables are not highly correlated.

Table 4. 5: Multi Collinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
Service Quality Dimensions	Requisite	.467	2.143
	Acceptable	.428	2.339
	Functional	.500	2.001

Source: Own Survey 2019

For this test, important points to look in to are the VIF and tolerance statistics. To met this assumption, VIF factors should be below 10 and in this case, the largest is only with a value of 2.339 and the Tolerance should be above 0.2 and we can conclude all assumptions are met.

4.3. Correlation Analysis

Correlation is one of the most common forms of data analysis because it underlies many other analyses. Correlations measure the direction and strength of linear relationship between two variables. For example, a correlation of $r = 0.9$ suggests a strong, positive association between two variables, whereas a correlation of $r = -0.2$ suggest a weak, negative association. A correlation close to zero suggests no linear association between two continuous variables. For this study, correlation analysis was made in order to identify the strength of the relationships of the variables pertaining to each service quality dimensions and satisfaction as shown below.

Table 4. 6: Correlations Analysis of Service Quality Dimensions

Correlations					
Higher Education Service Quality Dimensions		Requisite	Acceptable	Functional	Student Satisfaction
Requisite	Pearson Correlation	1	.696**	.630**	.628**
	Sig. (2-tailed)		.000	.000	.000
	N	360	360	360	360
Acceptable	Pearson Correlation	.696**	1	.669**	.618**
	Sig. (2-tailed)	.000		.000	.000
	N	360	360	360	360
Functional	Pearson Correlation	.630**	.669**	1	.547**
	Sig. (2-tailed)	.000	.000		.000
	N	360	360	360	360
Student Satisfaction	Pearson Correlation	.628**	.618**	.547**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	360	360	360	360

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Own Survey 2019

The above table indicates correlations between the service quality dimensions that implicates that relations can be found between the variables. The correlation values of all dimensions are above

0.50 which shows, large relationship strengths can be found between all variables with the dependent variable. Even if, all of these service quality dimensions shows strong relationship with Student Satisfaction, Requisite dimensions with higher value of .628 followed by the Acceptable higher education service quality dimensions of a value .618. Finally, the Functional service quality dimension, with a value .547, we can say all of the service quality dimensions have significant correlations with student satisfaction. Findings of this study also indicated that all of the service quality dimensions are significant but emphasis should be given to the Requisite and functional service quality dimension.

4.4. Result of the Hypothesis

On this study, three hypotheses were developed to determine significant differences of the service quality dimensions and student satisfaction of the distance undergraduate students' perceptions of service quality between the selected private universities. This study involves hypothesis testing of differences of means between independent samples. These hypotheses are as follows:

H1 – There is a significant relationship between Requisite Service Quality Dimensions and student satisfaction in both selected Universities.

H2 – There is a significant relationship between Acceptable Service Quality Dimensions and student satisfaction in both selected Universities.

H3 – There is a significant relationship between Functional Service Quality Dimensions and student satisfaction in both selected universities.

From the correlation analysis we, can conclude that there was a positive significant relationship between the three independent service quality dimensions and dependent student satisfaction since they all have significant positive values. Moreover, the result implied that student satisfaction is largely depend on the three service quality dimensions, when the service quality is

increased in those identified service quality dimensions, the level of the student satisfaction also increases.

Students thought the Requisite service quality dimensions is the most important service quality dimension followed by the Acceptable as the second most important service quality dimension, then the functional service quality dimension comes in a third place in determining student satisfaction of the institutions.

4.5. Regression Analysis

Regression is a technique that can be used to investigate the effect of one or more predictor variables on an outcome variable. Regression allows you to make statements about how well one or more independent variables will predict the value of a dependent variable. Simple linear regression is often used to investigate the relationship between a single explanatory (predictor) variable and a single response variable while the multiple discuss the relationship of all independent variables with the dependent variable. Accordingly, both linear and multiple regression analysis has been conducted for this study and results will be discussed below.

4.5.1. Result of the Simple Linear Regression Analysis

The following section discusses the result of the simple linear regression analysis for each service quality dimension with student satisfaction.

Table 4. 7: Model Summary of Requisite Service Quality

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.628 ^a	.394	.392	.62060

a. Predictors: (Constant), Requisite

Source: Own Survey 2019

The above model summary table tells us that 39.4% of the variation in the dependent variable can be explained by the requisite service quality which is the independent variable.

Table 4. 8: ANOVA of Requisite Service Quality

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	89.592	1	89.592	232.617	.000 ^b
	Residual	137.883	358	.385		
	Total	227.475	359			

a. Dependent Variable: Student Satisfaction

Source: Own Survey 2019

b. Predictors: (Constant), Requisite

The ANOVA table gives us information about the overall significance of the regression model. The most important piece of information is “Sig.” which tells us the significance of independent variables in predicting the dependent variable. ANOVA table revealed that the overall significance of the model is good and hence, it is appropriate to use the regression model to get valuable information out of it.

Table 4. 9: The Relationship of Requisite Service Quality with Student Satisfaction

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.012	.198		5.107	.000
	Requisite	.805	.053	.628	15.252	.000

a. Dependent Variable: Student Satisfaction

Source: Own Survey 2019

The requisite service quality dimension is very significant with Beta value of .628 with student satisfaction. Next is the simple linear regression analysis for Acceptable service quality dimension with student satisfaction.

Table 4. 10: Model Summary of Acceptable Service Quality

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.618 ^a	.382	.380	.62681

a. Predictors: (Constant), Acceptable Source: Own Survey 2019

The above model summary table tells us that 38.2% of the variation in the dependent variable can be explained by the acceptable service quality which is the independent variable.

Table 4. 11: ANOVA of Acceptable Service Quality

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	86.821	1	86.821	220.983	.000 ^b
1 Residual	140.654	358	.393		
Total	227.475	359			

a. Dependent Variable: Student Satisfaction Source: Own Survey 2019
 b. Predictors: (Constant), Acceptable

The ANOVA table gives us information about the overall significance of the regression model. The most important piece of information is “Sig.” which tells us the significance of independent variables in predicting the dependent variable. ANOVA table revealed that the overall significance of the model is good and hence, it is appropriate to use the regression model.

Table 4. 12: The Relationship of Acceptable Service Quality with Student Satisfaction

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.282	.185		6.921	.000
1 Acceptable	.787	.053	.618	14.865	.000

a. Dependent Variable: Student Satisfaction Source: Own Survey 2019

The acceptable service quality is significant with Beta value of .618 with student satisfaction.

Table 4. 13: Model Summary of Functional Service Quality

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.547 ^a	.299	.297	.66745

a. Predictors: (Constant), Functional Source: Own Survey 2019

The above model summary table tells us that about 30% of the variation in the dependent variable can be explained by the functional service quality which is the independent variable.

Table 4. 14: ANOVA of Functional Service Quality

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	67.989	1	67.989	152.616	.000 ^b
Residual	159.486	358	.445		
Total	227.475	359			

a. Dependent Variable: Student Satisfaction Source: Own Survey 2019
 b. Predictors: (Constant), Functional

The ANOVA table gives us information about the overall significance of the regression model. The most important piece of information is “Sig.” which tells us the significance of independent variables in predicting the dependent variable. ANOVA table revealed that the overall significance of the model is good and hence, it is appropriate to use the regression model.

Table 4. 15: The Relationship of Functional Service Quality with Student Satisfaction

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.527	.203		7.536	.000
Functional	.673	.054	.547	12.354	.000

a. Dependent Variable: Student Satisfaction Source: Own Survey 2019

The functional service quality is significant with Beta value of .547 with student satisfaction. Accordingly, the simple linear regression model also shows the positive relationship between all service quality dimensions with student satisfaction and fitness of the model.

4.5.2. Result of the Multiple Linear Regression Analysis

Multiple linear regression analysis has also been done and results can be seen below.

Table 4. 16: The Overall Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.684 ^a	.467	.463	.58342	.467	104.096	3	356	.000	1.601

a. Predictors: (Constant), Functional, Requisite , Acceptable

b. Dependent Variable: Student Satisfaction

Source: Own Survey 2019

The above table summarizes the overall model, the first statistic ‘R’ is the multiple correlation coefficients between all of the predictor variables and the dependent variable. In this model, the value is 0.684. The next value, R Square, is simply the squared value of R. This is frequently used to describe the goodness-of-fit or the amount of variance explained by a given set of predictor variables. Accordingly, 46.7% (F (3, 3560=104.096, p<0.001) of variance in student satisfaction is explained by the three service quality dimensions.

Table 4. 17: Overall ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	106.298	3	35.433	104.096	.000 ^b
	Residual	121.177	356	.340		
	Total	227.475	359			

a. Dependent Variable: Student Satisfaction

Source: Own Survey, 2019

b. Predictors: (Constant), Functional, Requisite , Acceptable

The ANOVA table gives us information about the overall significance of the regression model. The most important piece of information is “Sig.” which tells us the significance of independent variables in predicting the dependent variable. ANOVA table revealed that the overall significance of the model is good and hence, it is appropriate to use the regression model to get valuable information out of it.

Table 4. 18: Relationship between Service Quality Dimensions and Student Satisfaction

Coefficients ^a									
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1 Requisite	.434	.073	.338	5.975	.000	.291	.577	.467	2.143
Acceptable	.367	.075	.288	4.872	.000	.219	.515	.428	2.339
Functional	.173	.067	.141	2.570	.011	.041	.306	.500	2.001

a. Dependent Variable: Student Satisfaction

Source: Own Survey, 2019

The results indicate the positive and statistically significant relationship of student satisfaction with the three service quality dimensions. The relative importance of the factor (independent variable) in contributing to the variance of Student Satisfaction (dependent variable) was explained by the standardized beta coefficient.

Here the largest beta coefficient is .338 which is for Requisite service quality dimension. This means that this service quality dimension makes the strongest unique contribution to explaining the dependent variable (student satisfaction). The next higher beta coefficient is Acceptable Service quality dimensions with a β coefficient of .288 that makes it to be the second most important factor in determining student satisfaction. Finally, the Functional Service quality dimensions with a β coefficient of .141 the least service quality dimensions to influence Students satisfaction but as all are above 0.2 tolerance level all are significant.

4.6. Discussion

According to Abdullah (2006) evaluating service quality level and understanding how various service quality dimensions impact overall service quality would ultimately enable tertiary institutions to efficiently design the service delivery process (Abdullah, 2006:569). Moreover, Kitchroen (2004), states that with an increasing competition in the education sector due to varied mode of delivery in line such as distance and e-learner, service quality perceived by student become one of the key success factor (Kitchroen, 2004:21).

This study is made to determine the elements of the service quality particularly in dimensions the student considers more important. The respondents of the research are with a minimum of two semester or term study experience in both universities, therefore, they can understand the questionnaire well and can provide a comprehensive view of their service experience.

The result of Student Satisfaction survey indicates majority of the respondents, comprising 73-75% indicates their overall satisfaction on the service currently provided by those private universities and 85-86% of the students are willing to recommend the university to others. However, there are significant percent of students whom in both measures of student satisfaction show either their neutral feelings and or indicate their dissatisfaction 23-25% as well as 14-15% show their unwillingness to recommend their university to others, hence both of the universities need to fill this gap.

In line with the research question and objectives, three hypotheses were made to determine the service quality dimensions and student satisfaction of the distance undergraduate students' perceptions of service quality between the selected private universities. Accordingly, descriptive, correlation and both linear and multiple regression analysis has been conducted for this study, the principal findings are discussed below.

Even if, all of these service quality dimensions indicates the existence of strong relationship with Student Satisfaction, the requisite dimensions with higher value of .628 is very significant. Followed acceptable service quality dimension with a significant value .618 and the functional service quality dimension, with a value .547, we can say all of the service quality dimensions have significant correlations with student satisfaction. Results from a study of Oldfiled and

Baron (2000) reveals the identified service dimensions support each other. Findings of this study also indicated that all of the service quality dimensions are significant but emphasis should be given to the requisite and acceptable service quality dimensions.

The findings from the linear regression between Requisite service quality dimension with Student satisfaction shows, 39.4% of the variation in the dependent variable can be explained by the requisite service quality as it is very significant with Beta value of .628.

H1 – There is a significant relationship between Requisite Service Quality Dimensions and student satisfaction in both selected Universities (supported).

Even though it is important to provide adequate service in all service dimensions: possible to ascertain which dimensions may require great attention (Abdullah, 2006:570) in this study the Requisite service quality is the most significant dimension for student satisfaction which would require great attention.

Therefore, due to the significance the private institutions need emphasis in this dimension such as creating ways to collaborate Academic and Admin staff and give attention to students of the institution by being caring and providing timely response to student queries so that students will feel confident in transacting with the university. Oldfield and Baron (2000) reveal the availability of direct link between academic and admin staff of the university.

When we see the findings of linear regression for the acceptable service quality dimensions, finding indicates that 38.2% of the variation in the dependent variable can be explained by the acceptable service quality and it has a beta value of .618 significant next to the requisite variable.

H2 – There is a significant relationship between Acceptable Service Quality Dimensions and student satisfaction in both selected universities (supported).

The Acceptable service quality dimension as discussed by Oldfield and Baron (2000) and Abdulla (2006) are the desirable attributes the students consider in their institution. Students would desire timely responsiveness of academics, feedback and consultation as well as willingness to assist by providing individual attention to solve problems of students in a courteous manner.

Findings of the linear regression for this dimension indicate that 30% of the variation in the dependent variable can be explained by the functional service quality dimension and with a beta value of .547, is the third significant.

H3 – There is a significant relationship between Functional Service Quality Dimensions and student satisfaction in both selected universities (supported).

The Functional variables are those related to the university environment such as convenient opening hours, up-to-date equipment as explained by Cronin & Taylor (1992), Oldfield and Baron (2006) as well as Brochado (2009).

Finally, when we summarize the overall model from findings of the multiple linear regression analysis, all of the predictor variables (requisite, acceptable and functional) with the dependent variable (student satisfaction), it shows a significant value of 0.684. Overall, the three service quality dimensions are fit to explain student satisfaction by 46.7%. This goes in line with the literature, which confirms there is a positive and significant relationship between student satisfaction and service quality. The concept has been thoroughly discussed in the literature by scholars such as Annamdevula, et al. (2016), Osman, et al. (2017) and Khoo, et al. (2017).

According to Lee & Hwan(2005) as cited by (Osman, et al., 2017:2) customer satisfaction is the vital part of service organization and it extremely connected to service excellence. The institutions should work on ways for improving the satisfaction of their students because raising student satisfaction could improve an institutions competitive positioning in a new world where the student/universty relationship is viewed as a market exchange (Kahoo, et al., 2017:441).

Apart from meeting the objectives, this study contributes to the underresearched area of service quality and student satisfaction in the area of higher education, particurally in distance education. Therefore, iinstitutions can benefit from evaluating their service delivery to take corrective measures to improve their students' satisfaction. Measuring service quality and working for improvement is very important because service quality has a benefit to serve as a point of difference for one service provider from its competitors, it also serves as a mechanism for generating referral business but absence of it has a quantifiable financial impact and competitive disadvantage for the institution (Zammuto, et al., 1996).

CHAPTER FIVE

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

To provide the overview of the paper, the main purpose of Chapter one was to introduce the study, providing background of the study and the problem statement, research questions. It was also used to supplement the objectives formulated for the study and present the design of the study. The theoretical and empirical literature review for this study was made in Chapter two. The chapter contains a thorough discussion of important concepts pertaining to service, service quality dimensions along with an overview of various service quality measurement models and a basis for the model selection was discussed for this study. Chapter three described the research methodology used in this study. The analysis and interpretation of the empirical findings were discussed in Chapter four. Finally, this chapter will provide the conclusion of the study based on the major results found in accordance to the objectives formulated for the study.

5.2. Summary of Major Findings

The main objective of the study was determining the service quality dimensions affecting student satisfaction on the private universities in Addis Ababa, Ethiopia. The study was made evidencing the undergraduate distance education student experiences of service in a selected private universities, namely Alpha University and St. Mary's University who are purposefully selected for the study due to their years of experience as private institution in the country, offering a number of qualification choice in distance education and their valid accreditation for operation.

The data collected had a valid sufficient number of return to make the analysis. Findings indicate a majority of the undergraduate distance students are male and matured. The majority of the respondents were with an the experience of the university studying over six and more semester or term followed by students with an experience of two to three semester study, this makes the

views of the students comprehensive as their evaluation is expected to be made over their experience.

Results of a survey pertaining to students' satisfaction that the majority of students of both universities are satisfied with the overall service experience they have in each university. However, both of the sample universities have students who are either not satisfied or have neutral views. Even if the majority of the students also agreed on recommending the university, there are students who either have neutral view or are not willing to recommend.

There is an indication of large relationship strengths between all higher education service quality dimensions with the dependent variable. However, all of these service quality dimensions shows strong relationship with student satisfaction, the requisite service quality dimension has highest correlation with student satisfaction followed by the acceptable service quality dimension then the functional service quality dimension but all of the service quality dimensions have significant correlations with student satisfaction. Results of the regression analysis also reveals positive and statistically significant relationship of student satisfaction with the three service quality dimensions. The results of the hypothesis also confirms the existence of a positive significant relationship between the three service quality dimensions and dependent student satisfaction since they all have significant positive values. The requisite service quality variables are very important for students of both institutions, therefore, institutions need work on ways for improving their service quality to improve the overall student satisfaction with emphasis in the requisite service quality dimension. Finally, student satisfaction is largely depending on the three service quality dimensions. This shows, when the service quality is increased in those service quality dimensions the student satisfaction also increases.

5.3. Conclusions

The main conclusion from this study with respect to the primary objective of the study which is determining the service quality dimension affecting student satisfaction evidencing from a sample of two private Ethiopian Universities offering distance education in various undergraduate field of studies namely Alpha University and St. Mary's University based on the service quality dimensions considered important by the students, namely requisite, acceptable

and functional, therefore both institutions should look into the service quality variables in depth and work on improving the service delivery to stand out from the pool of private institutions and keep their students satisfied while their business grows.

The hypothesis result also confirms all of the service quality dimensions are positive and significant with student satisfaction. This study provides an important view by using the model fit for measuring service quality in the context of higher education and by focusing on elements of service quality identified by the student and their perception of service quality is very important for the institutions. Students of the institutions are the most powerful people in influencing others in making a choice of a certain university over the other and if an institution couldn't satisfy the existing student it would be hard to attract others and their views are important among others.

Therefore, higher private institutions such as Alpha University and St. Mary's University should continuously measure their student service quality perceptions to ensure students' satisfaction. Other private and public universities can also measure the service quality in their respective institutions using SERVPERF or this model adapted from Oldfield and Baron (2000) adding some more variables such as views of other stakeholders can also complement the model focus is only on students' perceived service quality based on experience of the institutions under study.

5.4. Recommendations

Institutions should market their distance education more as distance education becomes a choice of study these days. Moreover, women being the majority of the Ethiopian population (World Population Review, 2019), findings of the research indicate the majority of distance students are male and matured, this shows the institutions need to market their distance education more by encouraging women to join their distance education programs. Accordingly, institutions can further market targeting the female population to join their university by providing, affordable, quality and a flexible study, with varied qualification choice while ensuring their satisfaction.

As indicated in the discussion part of the study, majority of the sample respondents of both universities are satisfied with the overall service experience they have in each respective university, this by itself needs further study to find out as to what satisfies them most as it is a tool

to get competitive advantage but the institutions should also work on ways of improving the service quality to satisfy those who are not satisfied or have neutral views on the overall service quality as well as for the respondents who mainly have neutral views on recommendation or those who do not want to recommend the university to others, this indicates both universities need to revisit their service delivery to ensure the satisfaction of their students.

Moreover, findings indicate that all of the hypotheses of the study are supported which shows the significance of the service quality dimensions over student satisfaction. Therefore, institutions should work on a holistic approach in improving the service quality dimensions even though it is evident that the requisite service quality dimensions are important for the students which would require an emphasis but with an effort in improving this dimension in a way will improve the other dimensions because the service quality dimensions themselves complement each other.

For instance, both of the institutions should ensure staffs are available and are able to provide assistance when required, they as well should be able to solve student problems. In this regard, institutions should provide adequate training for both Academic and Admin employees to enhance their knowledge in the service delivery. Ensuring this will make the student to feel secure on their transaction and feel confident on the staff, moreover the employees of the institution should work in synergy as the failure in one part of the service experience will have impact on the overall image of the institution .

Institutions should invest in technology, such as keep upgrading their system and use technology to enhance the communication between the Admin and Academic staff as well as students of the institutions. By use of technology the university can also create ways to monitor student and academic staff communication so as to ensure the students are getting timely feedback and assistance to their inquiries. Moreover, investing in technology will increase the turn around time in providing various student service such as keeping accurate student records, fast storage and retrieval.

The institutions should enhance their brand equity by increasing the satisfaction of their students on the service they are providing. Providing service quality contributes for making the students loyal to the institution and to avoid a student's switch from one university to another. Student satisfaction can contribute to increasing the number of students and which will grow the

university as well. Accordingly, providing quality service these institutions can sustain their existence and even expand their business as distance education nowadays becoming a choice for life learning opportunity by many people, moreover the institutions can make better contribution to the human capacity building of the country.

Due to this research significance, it is recommended that MOSHE and HERQA should underline importance of transparency in providing information to the public by private higher academic institutions and themselves should also have up-to-date records. The private institutions should be provided with a guideline to encourage as more and more research is needed to be made in order to grow the sector and improve the service they exist to provide. It is obvious that research is done with a main purpose of pinpointing areas of weaknesses to be corrected for the betterment of the institution under study and to the specific sector and the country at large and higher education institutions and stakeholders should encourage research and researchers.

As there are few studies made on service quality of higher education particularly in the area of distance education, this study will contribute to the sector in this under researched area providing information on the areas of service quality dimensions the students consider important so that institutions should work on improving the service delivery and ensure student satisfaction but more research need to be made in order to improve the sector.

5.5. Limitation and suggestion for further study

The study has a limitation of finding materials of previous research made in distance education particularly in the case of Ethiopian institutions. The limitations of this research is that it is made only on views of a convenient sample of undergraduate distance education students of Alpha University and St. Mary's University who are willing to participate and able to found during data collection at their Addis Ababa distance coordination office therefore it is too hard to generalize the results to all private higher institutions. It is also limited to the service quality dimensions studied and might not apply for other variables or contexts of other services provided in the selected private Ethiopian universities. Moreover, due to lack of sufficient students in the similar qualification across the sample institutions to make the generalization this research does not

intend to do comparison but adding more variables and additional stakeholder views further comparative study is a possibility to be made.

Accordingly, the researcher suggests further continuous research shall be made. The study can be made with distance students of the institutions in various regions as well as across colleges of the same university or students of similar qualifications across institutions. The study was made focusing on the service quality evaluations from the perspective of the students as a primary customer of the institutions but it can also be made incorporating views of other stakeholders in the higher education.

Transparency of various institutions in providing information for the public use was a challenge to the researcher. Institutions does not want to disclose information such as student statistics regardless of the cooperation letter the researcher obtained from the university to conduct the study. The researcher could also not be able to find a clear guideline or statistics regarding distance education in private institutions, in view of this, apart from the effort of private higher institutions/ Universities themselves to maintain quality how does government institutions such as HERQA and MOSHE ensures quality of distance education that are being provided and provide accreditation to private higher education institutions operating in the country specially on the academic and administrative support programs in a vital distance education teaching learning process such as provision of timely and adequate study materials, books, modules etc. to those students scattered all over the country at least in each distance coordination centers the private higher institutions aspire to reach and serve in narrowing the gap of distance education by its nature.

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APPENDIX I

Service Quality and Student Satisfaction Survey Questionnaire

Thank you very much for agreeing to take part in this service quality survey. This research is made for the partial fulfilment for a Masters study at Addis Ababa University, School of Commerce at the Department of Marketing Management with a title ‘The Effect of Service Quality on Student Satisfaction: Evidence from Private Ethiopian Universities in Addis Ababa, Ethiopia’. The purpose of the study is to determine the service quality dimensions that are affecting student satisfaction in the selected private Ethiopian Universities. Your participation in this study is very important. You may, however, choose not to participate and you may also stop participating at any time. The results of the study will be used for academic purposes only and may be published in an academic journal. You will be provided with a summary of the findings on request. If you wish to contact me, email via nedaviah@gmail.com or call on my mobile +251 911 156075. This Survey should only take 4-5 minutes to complete. Be assured that the answers you provide will be kept in the strictest confidentiality.

Section A. Demographical Information

Direction: Mark the answer for each question with a cross (X) in the appropriate box

Demographical Information											
1	Name of your University										
2	Gender	Male		Female							
3.	Age Category	18 -24		25-35		35-45		45-55		55+	

4	Year of study	Year (Optional)		Semester /Term	
5	Name of your Qualification (Field of Study) Optional				

Section B. Service Quality Dimensions and Student Satisfaction

Direction: This section deals with your perception of service quality on the services currently being delivered to you by the University of South Africa. Please rate your perceptions on the below on a **scale of 1-5, whereby 1= strongly disagree and 5= strongly agree** by marking (X) or underlining the corresponding number.

Service Quality Dimensions		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
REV 1	Academic staff have the knowledge to answer my questions relating to course provision					
REV 2	This faculty employ staff in whom I have confidence					
REV 3	Academic staff deal with me in a caring fashion					
REV 4	I feel secure in my transactions with faculty					
REV 5	Queries are dealt with efficiently and promptly					
REV 6	Administration keeps accurate records					
REV 7	When I have a problem, Administrative staff show a sincere interest in solving it					
REV 8	When the support staff promise to do something by a certain time they do so					

Service Quality Dimensions		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
REV 9	I am dealt with promptly when requesting assistance					
REV 10	Academic staff understand the needs of their students					
REV 11	Services are performed right the first time					
REV 12	The Administrative staff are never too busy to respond to a request for assistance					
REV 13	The physical facilities are visually appealing (i.e. building and surroundings)					
ACV 14	Academics are willing to give students individual attention					
ACV 15	This faculty provides its services within the time one might reasonably expect					
ACV 16	When I have a problem, the Academic staff show a sincere interest in solving it					
ACV 17	All staff are consistently courteous to me					
ACV 18	Academic staff are often too busy to respond to a request for assistance					
FNV 19	The opening hours are convenient for me					
FNV 20	This faculty provides its services at the time it promises to do so					
FNV 21	This faculty has up-to-date equipment					
SSV 22	Overall, I am satisfied with the experience I have with this university					
SSV 23	I will recommend this university to others					

Thank you for your time and cooperation.

APPENDIX II

Assumptions of Multiple Linear Regression

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.684 ^a	.467	.463	.58342	1.601

a. Predictors: (Constant), Functional, Requisite , Acceptable

b. Dependent Variable: Student Satisfaction

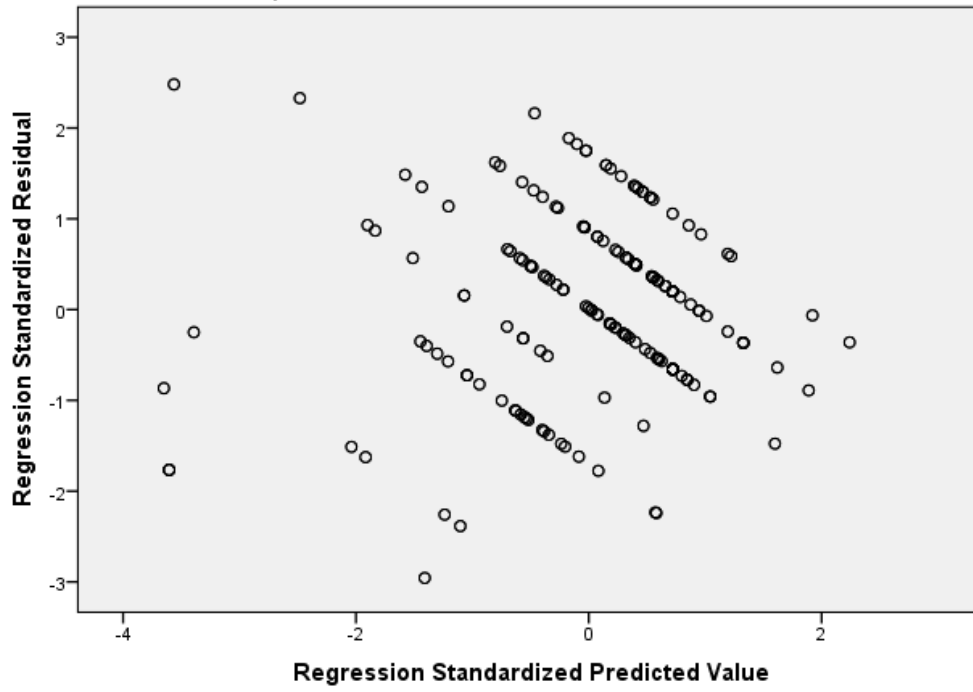
Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
	B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF	
1	(Constant)	.487	.203		2.396	.017					
	Requisite	.434	.073	.338	5.975	.000	.628	.302	.231	.467	2.143
	Acceptable	.367	.075	.288	4.872	.000	.618	.250	.188	.428	2.339
	Functional	.173	.067	.141	2.570	.011	.547	.135	.099	.500	2.001

a. Dependent Variable: Student Satisfaction

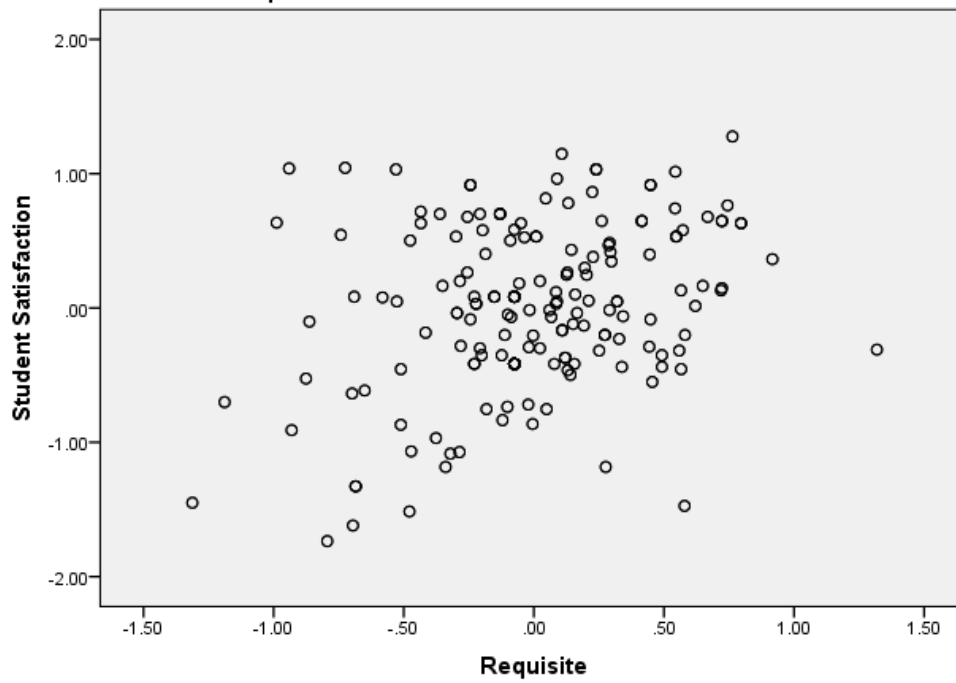
Scatterplot

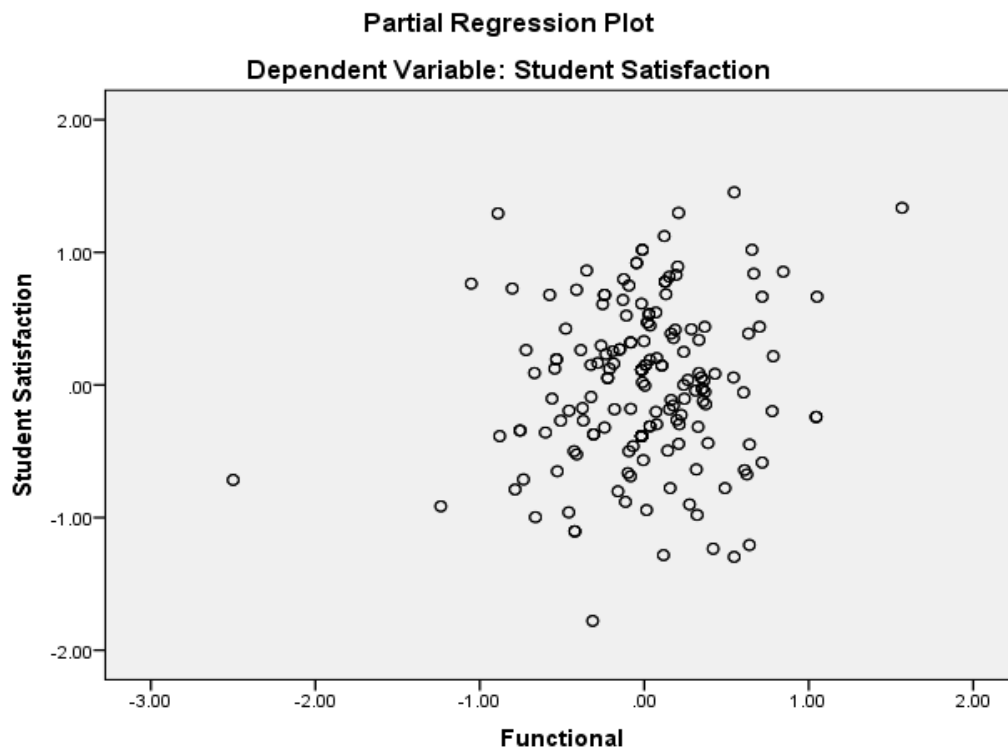
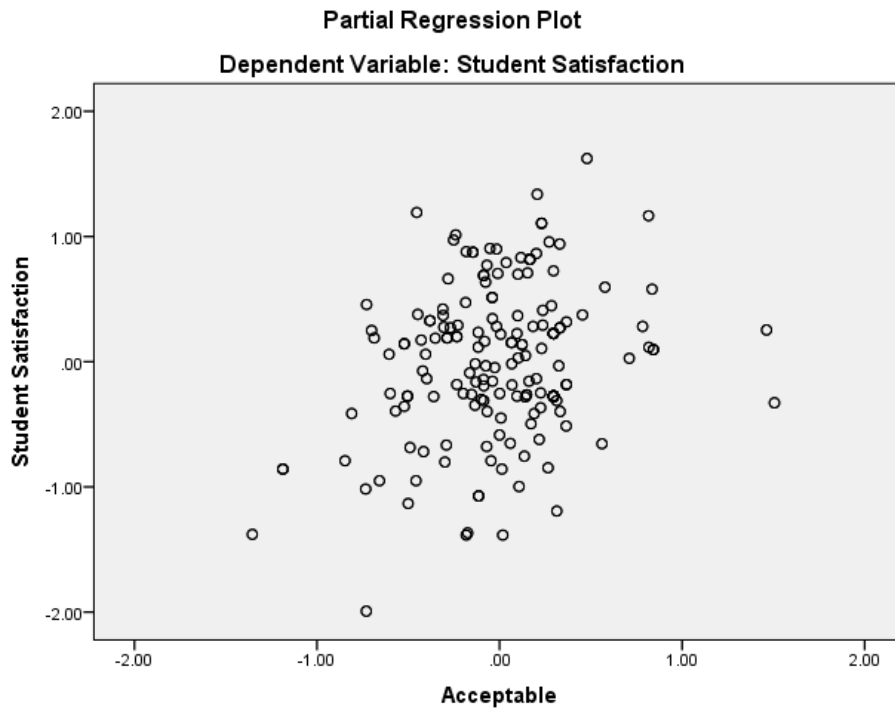
Dependent Variable: Student Satisfaction



Partial Regression Plot

Dependent Variable: Student Satisfaction





APPENDIX III

Results of Descriptive and Regression Analysis

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	204	56.7	56.7	56.7
Female	156	43.3	43.3	100.0
Total	360	100.0	100.0	

Descriptive Statistics

	Mean	Std. Deviation	N
Student Satisfaction	3.9917	.79601	360
Requisite	3.7034	.62083	360
Acceptable	3.4433	.62493	360
Functional	3.6611	.64637	360

Correlations

		Requisite	Acceptable	Functional	Student Satisfaction
Requisite	Pearson Correlation	1	.696**	.630**	.628**
	Sig. (2-tailed)		.000	.000	.000
	N	360	360	360	360
Acceptable	Pearson Correlation	.696**	1	.669**	.618**
	Sig. (2-tailed)	.000		.000	.000
	N	360	360	360	360
Functional	Pearson Correlation	.630**	.669**	1	.547**
	Sig. (2-tailed)	.000	.000		.000
	N	360	360	360	360
Student Satisfaction	Pearson Correlation	.628**	.618**	.547**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	360	360	360	360

Overall, I am satisfied with the experience I have with this university * Name of University * Semester

Cross tabulation

Semester			Name of University		Total	
			Alpha University	St Mary's University		
2nd to 3rd semester	Overall, I am satisfied with the experience I have with this university	Strongly disagree	Count	0	2	2
			% within Overall, I am satisfied with the experience I have with this university	0.0%	100.0%	100.0%
			% within Name of University	0.0%	3.4%	2.3%
			% of Total	0.0%	2.3%	2.3%
		Disagree	Count	4	2	6
			% within Overall, I am satisfied with the experience I have with this university	66.7%	33.3%	100.0%
			% within Name of University	14.3%	3.4%	7.0%
			% of Total	4.7%	2.3%	7.0%
		Neutral	Count	7	7	14
			% within Overall, I am satisfied with the experience I have with this university	50.0%	50.0%	100.0%
			% within Name of University	25.0%	12.1%	16.3%
			% of Total	8.1%	8.1%	16.3%
		Agree	Count	11	33	44
			% within Overall, I am satisfied with the experience I have with this university	25.0%	75.0%	100.0%
			% within Name of University	39.3%	56.9%	51.2%
			% of Total	12.8%	38.4%	51.2%
		Strongly agree	Count	6	14	20
			% within Overall, I am satisfied with the experience I have with this university	30.0%	70.0%	100.0%
			% within Name of University	21.4%	24.1%	23.3%
			% of Total	7.0%	16.3%	23.3%
Total			Count	28	58	86
			% within Overall, I am satisfied with the experience I have with this	32.6%	67.4%	100.0%

			university			
			% within Name of University	100.0%	100.0%	100.0%
			% of Total	32.6%	67.4%	100.0%
4th to 5th semester	Overall, I am satisfied with the experience I have with this university	Strongly disagree	Count	2	0	2
			% within Overall, I am satisfied with the experience I have with this university	100.0%	0.0%	100.0%
			% within Name of University	3.3%	0.0%	2.2%
			% of Total	2.2%	0.0%	2.2%
		Disagree	Count	3	3	6
			% within Overall, I am satisfied with the experience I have with this university	50.0%	50.0%	100.0%
			% within Name of University	4.9%	9.4%	6.5%
			% of Total	3.2%	3.2%	6.5%
		Neutral	Count	8	8	16
			% within Overall, I am satisfied with the experience I have with this university	50.0%	50.0%	100.0%
			% within Name of University	13.1%	25.0%	17.2%
			% of Total	8.6%	8.6%	17.2%
		Agree	Count	36	21	57
			% within Overall, I am satisfied with the experience I have with this university	63.2%	36.8%	100.0%
			% within Name of University	59.0%	65.6%	61.3%
			% of Total	38.7%	22.6%	61.3%
		Strongly agree	Count	12	0	12
			% within Overall, I am satisfied with the experience I have with this university	100.0%	0.0%	100.0%
			% within Name of University	19.7%	0.0%	12.9%
			% of Total	12.9%	0.0%	12.9%
	Total		Count	61	32	93

			% within Overall, I am satisfied with the experience I have with this university	65.6%	34.4%	100.0%
			% within Name of University	100.0%	100.0%	100.0%
			% of Total	65.6%	34.4%	100.0%
6th semester and above	Overall, I am satisfied with the experience I have with this university	Strongly disagree	Count	0	6	6
			% within Overall, I am satisfied with the experience I have with this university	0.0%	100.0%	100.0%
			% within Name of University	0.0%	6.0%	3.3%
			% of Total	0.0%	3.3%	3.3%
		Disagree	Count	4	12	16
			% within Overall, I am satisfied with the experience I have with this university	25.0%	75.0%	100.0%
			% within Name of University	4.9%	12.0%	8.8%
			% of Total	2.2%	6.6%	8.8%
		Neutral	Count	18	8	26
			% within Overall, I am satisfied with the experience I have with this university	69.2%	30.8%	100.0%
			% within Name of University	22.2%	8.0%	14.4%
			% of Total	9.9%	4.4%	14.4%
		Agree	Count	40	55	95
			% within Overall, I am satisfied with the experience I have with this university	42.1%	57.9%	100.0%
			% within Name of University	49.4%	55.0%	52.5%
			% of Total	22.1%	30.4%	52.5%
		Strongly agree	Count	19	19	38
			% within Overall, I am satisfied with the experience I have with this university	50.0%	50.0%	100.0%
			% within Name of University	23.5%	19.0%	21.0%
			% of Total	10.5%	10.5%	21.0%
	Total		Count	81	100	181

			% within Overall, I am satisfied with the experience I have with this university	44.8%	55.2%	100.0%
			% within Name of University	100.0%	100.0%	100.0%
			% of Total	44.8%	55.2%	100.0%
Total	Overall, I am satisfied with the experience I have with this university	Strongly disagree	Count	2	8	10
			% within Overall, I am satisfied with the experience I have with this university	20.0%	80.0%	100.0%
			% within Name of University	1.2%	4.2%	2.8%
			% of Total	0.6%	2.2%	2.8%
		Disagree	Count	11	17	28
			% within Overall, I am satisfied with the experience I have with this university	39.3%	60.7%	100.0%
			% within Name of University	6.5%	8.9%	7.8%
			% of Total	3.1%	4.7%	7.8%
		Neutral	Count	33	23	56
			% within Overall, I am satisfied with the experience I have with this university	58.9%	41.1%	100.0%
			% within Name of University	19.4%	12.1%	15.6%
			% of Total	9.2%	6.4%	15.6%
	Agree	Count	87	109	196	
		% within Overall, I am satisfied with the experience I have with this university	44.4%	55.6%	100.0%	
		% within Name of University	51.2%	57.4%	54.4%	
		% of Total	24.2%	30.3%	54.4%	
	Strongly agree	Count	37	33	70	
		% within Overall, I am satisfied with the experience I have with this university	52.9%	47.1%	100.0%	
		% within Name of University	21.8%	17.4%	19.4%	
		% of Total	10.3%	9.2%	19.4%	
	Total		Count	170	190	360

		% within Overall, I am satisfied with the experience I have with this university	47.2%	52.8%	100.0%
		% within Name of University	100.0%	100.0%	100.0%
		% of Total	47.2%	52.8%	100.0%

I will recommend this university to others * Name of University * Semester Cross tabulation

Semester				Name of University		Total
				Alpha University	St Mary's University	
2nd to 3rd semester	I will recommend this university to others	Disagree	Count	0	4	4
			% within I will recommend this university to others	0.0%	100.0%	100.0%
			% within Name of University	0.0%	6.9%	4.7%
			% of Total	0.0%	4.7%	4.7%
		Neutral	Count	7	3	10
			% within I will recommend this university to others	70.0%	30.0%	100.0%
			% within Name of University	25.0%	5.2%	11.6%
			% of Total	8.1%	3.5%	11.6%
		Agree	Count	7	23	30
			% within I will recommend this university to others	23.3%	76.7%	100.0%
			% within Name of University	25.0%	39.7%	34.9%
			% of Total	8.1%	26.7%	34.9%
		Strongly agree	Count	14	28	42
			% within I will recommend this university to others	33.3%	66.7%	100.0%
			% within Name of University	50.0%	48.3%	48.8%
			% of Total	16.3%	32.6%	48.8%
		Total	Count	28	58	86
			% within I will recommend this university to others	32.6%	67.4%	100.0%
			% within Name of University	100.0%	100.0%	100.0%

			% of Total	32.6%	67.4%	100.0%
4th to 5th semester	I will recommend this university to others	Neutral	Count	4	2	6
			% within I will recommend this university to others	66.7%	33.3%	100.0%
			% within Name of University	6.6%	6.2%	6.5%
			% of Total	4.3%	2.2%	6.5%
		Agree	Count	38	19	57
			% within I will recommend this university to others	66.7%	33.3%	100.0%
			% within Name of University	62.3%	59.4%	61.3%
			% of Total	40.9%	20.4%	61.3%
		Strongly agree	Count	19	11	30
			% within I will recommend this university to others	63.3%	36.7%	100.0%
			% within Name of University	31.1%	34.4%	32.3%
			% of Total	20.4%	11.8%	32.3%
	Total	Count	61	32	93	
		% within I will recommend this university to others	65.6%	34.4%	100.0%	
		% within Name of University	100.0%	100.0%	100.0%	
		% of Total	65.6%	34.4%	100.0%	
6th semester and above	I will recommend this university to others	Strongly disagree	Count	0	4	4
			% within I will recommend this university to others	0.0%	100.0%	100.0%
			% within Name of University	0.0%	4.0%	2.2%
			% of Total	0.0%	2.2%	2.2%
	Disagree	Count	4	12	16	

			% within I will recommend this university to others	25.0%	75.0%	100.0%
			% within Name of University	4.9%	12.0%	8.8%
			% of Total	2.2%	6.6%	8.8%
		Neutral	Count	8	4	12
			% within I will recommend this university to others	66.7%	33.3%	100.0%
			% within Name of University	9.9%	4.0%	6.6%
			% of Total	4.4%	2.2%	6.6%
		Agree	Count	40	35	75
			% within I will recommend this university to others	53.3%	46.7%	100.0%
			% within Name of University	49.4%	35.0%	41.4%
			% of Total	22.1%	19.3%	41.4%
		Strongly agree	Count	29	45	74
			% within I will recommend this university to others	39.2%	60.8%	100.0%
			% within Name of University	35.8%	45.0%	40.9%
			% of Total	16.0%	24.9%	40.9%
		Total	Count	81	100	181
% within I will recommend this university to others	44.8%		55.2%	100.0%		
% within Name of University	100.0%		100.0%	100.0%		
% of Total	44.8%		55.2%	100.0%		
Total	I will recommend this university to others	Strongly disagree	Count	0	4	4
			% within I will recommend this university to others	0.0%	100.0%	100.0%

			% within Name of University	0.0%	2.1%	1.1%
			% of Total	0.0%	1.1%	1.1%
	Disagree	Count		4	16	20
			% within I will recommend this university to others	20.0%	80.0%	100.0%
			% within Name of University	2.4%	8.4%	5.6%
			% of Total	1.1%	4.4%	5.6%
	Neutral	Count		19	9	28
			% within I will recommend this university to others	67.9%	32.1%	100.0%
			% within Name of University	11.2%	4.7%	7.8%
			% of Total	5.3%	2.5%	7.8%
	Agree	Count		85	77	162
			% within I will recommend this university to others	52.5%	47.5%	100.0%
			% within Name of University	50.0%	40.5%	45.0%
			% of Total	23.6%	21.4%	45.0%
	Strongly agree	Count		62	84	146
			% within I will recommend this university to others	42.5%	57.5%	100.0%
			% within Name of University	36.5%	44.2%	40.6%
			% of Total	17.2%	23.3%	40.6%
	Total	Count		170	190	360
			% within I will recommend this university to others	47.2%	52.8%	100.0%
			% within Name of University	100.0%	100.0%	100.0%
			% of Total	47.2%	52.8%	100.0%

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.684 ^a	.467	.463	.58342	.467	104.096	3	356	.000	1.601

a. Predictors: (Constant), Functional, Requisite , Acceptable

b. Dependent Variable: Student Satisfaction

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	106.298	3	35.433	104.096	.000 ^b
	Residual	121.177	356	.340		
	Total	227.475	359			

a. Dependent Variable: Student Satisfaction

b. Predictors: (Constant), Functional, Requisite , Acceptable

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF	
1	(Constant)	.487	.203		2.396	.017	.087	.886		
	Requisite	.434	.073	.338	5.975	.000	.291	.577	.467	2.143
	Acceptable	.367	.075	.288	4.872	.000	.219	.515	.428	2.339
	Functional	.173	.067	.141	2.570	.011	.041	.306	.500	2.001

a. Dependent Variable: Student Satisfaction