

Service Quality and Students' Satisfaction in B.Sc Marketing Degree Programmes of Selected Private Universities in South Western Nigeria

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Abstract

Delivering satisfactory educational quality is paramount to achieving institutional objectives such as improve revenue, enrolment growth, contributes significantly to the goal of sustainable competitive advantage for most for-profit universities. In Nigeria, many private universities are recording low enrolment into their BSc Marketing degree programmes. However, students' disposition to marketing as a course of study has not been well studied. Most marketing education studies have focused mainly on the teaching methodologies without giving due consideration quality of educational experience that shape enrolment into this vital field of study. This study examined the effect Service Quality (SQ) and Students' Satisfaction (SS) into BSc. Marketing degree programmes in selected Nigerian private universities in South Western Nigeria. Cross-sectional survey research design was adopted in this study. The population consisted of 201 BSc undergraduate students from six selected private universities from South Western geopolitical zone of Nigeria. Total enumeration was employed and all the undergraduate marketing students of the six selected private universities were respondents for this work. A structured questionnaire was adapted and validated. The Cronbach's Alpha reliability coefficient for the constructs were indicated thus; SQ=0.833 and SS=0.88807. The response rate of 97.5 % was achieved for this study. Data were analysed using descriptive and inferential statistics. Findings revealed that service quality had significant effect on student satisfaction for B.Sc. Marketing degree programmes in selected private universities in South Western Nigeria ($R^2= 0.084$, $\beta = 0.252$, $t = 2.757$, $p<0.05$). The study recommended that universities and marketing professional associations should commit significant resources to organizing career fairs, workshops, essay competitions and expert series to create public awareness on the importance of marketing as a career and the foundational role the profession plays in profit and non-profit organizations.

Background to the Study

As universities continue to operate in an increasingly competitive environment, low enrolment may translate to increasing operating cost of providing services, as tuition is one of the major sources of revenue for many private universities. Marketing efforts of universities can help to increase brand awareness, attract potential students, and build loyalty among current students, their parents, academic and non-academic staff, as well as alumni of the universities. More recently, strategic marketing efforts are also targeted at potential donors – individuals and corporate organizations who give funds to sponsor research and expand instructional facilities aimed at improving teaching and learning. As stated by Altbach, Reisberg and Rumbley (2009), the last couple of decades have brought significant and global changes in the higher education sector. Increasing competition amongst higher education institutions and programmes has led to the adoption of “student-as-customer” perspective in student's recruitment. The perspective is continuously debated, predominantly due to the possibility of negative impact on academic standards (Guilbault, 2016).

In the United Kingdom, where the growth and development of universities has become less dependent on state control and government intervention, higher educational institutions are resorting to contemporary marketing strategies and tactics to garner a larger share of the international market (Mogaji, 2016). Many UK universities are increasingly crunching big data and analytics to tap into new market segments, just as well laid-out integrated marketing communications plans are providing the right pathways for student growth. Indian higher education system is considered as the third largest in the world. However, India has a low rate of enrolment i.e. Gross Enrolment Ratio (GER), at only 19%, compared to China and Brazil GER which stood at is 26% and 36% respectively in 2015. The private higher education industry in the United Arab Emirates is very competitive and often requires a profound strategic approach in order to deliver quality service and remain profitable (Craig, 2017). Declining revenue is being experienced by increasing number of colleges as enrolment patterns continue to shift.

In Africa, where the growth of private higher education is a relatively new phenomenon, private universities compete with the long-established public universities for their share of student market. It has become increasingly crucial for Kenyan private universities to understand the expectations of students and translate them into activities that would attract and retain students (Maina, 2018). Similarly, although the number of private higher education institutions has tremendously increased in Tanzania, public higher education institutions continue to be significant in that they enrol a far larger number of students than the former.

In Nigeria, while majority of public universities have their courses oversubscribed, many private universities are unable to fill the admission quota allotted to them by the Joint Admissions and Matriculation Board. More worrisome is the fact that a number of courses suffer from low enrolments. Thus, many universities in Africa and Nigeria in particular, adopt marketing strategies to attract potential students as the higher education sector

continues to become increasingly competitive. Currently, Nigeria has one hundred and seventy-five (174) accredited universities comprising forty-three (43) Federal Universities, forty-seven (52) State Universities, and seventy-five (79) Private Universities (NUC, 2020). Invariably, more than 45 per cent of Nigeria's universities are privately owned. Adedigba (2018), quoted the National Universities Commission as saying that the private universities in Nigeria account for less than six per cent of students' population in the country's university system. Invariably, many private universities suffer from low student enrolment, with many of their programmes being grossly under-populated. While small class sizes may be advantageous in terms of teacher-student attention, the problem of generating enough funds from tuition continues to affect the institutions' ability to achieve their goals and objectives (Akinaso, 2017).

The problem of student enrolment into private universities in the country is of growing concern. While more private universities are being licenced, more than 80% of prospective students in the country still prefer enrolment into the public (federal and state) universities due to financial constraints of their parents and sponsors (Adekeye, 2018). For the private universities, however, more student enrolment is required for sustainability because a large number of them depend on student tuition fees for survival. From the foregoing, the objective of this study is necessitated.

Objective of the Study

This study examined the effect of service quality on students' satisfaction in BSc marketing degree programmes in Southern States of Nigeria.

Research Hypothesis

H₀: There is no significance effect of service quality on students' satisfaction

Literature Review

Service Quality

In Choi and Kim (2013), quality was seen as the superiority of a certain product or service in a broad sense. Perceived quality was defined as consumers' judgment about products' excellence or superiority. Quality according to Sathyan and Raj (2015) is defined as fitness for use, conformance to requirements, and freedom from variation and it is considered as the most important factor that influences the buying behaviour of a customer. Service is an activity or series of activities, more or less intangible that are usually done and not necessarily in the interaction between customer and staff or physical resources or goods and or supplier systems for services but are provided as solutions to customer's problems (Gronroos, 2000). According to Jantan, Kamaruddin, and Hoe (1998) service quality as perceived by consumers is the degree to which an organization can offer a better-quality service to its consumers in relation to what is offered by competitors. Service quality could be described as the customers' overall decision of the excellence of service offering by an organization which is reflected by the ability of the organisation to satisfy their customers' needs, according to their expectation level. Service quality refers to those features and characteristics of a product/service that influence its ability to satisfy

customer's needs (Shao Yah and Li, 2009). Service quality can also be described as a rationale of differences between expectations and competence along the important quality dimension. Zeithaml, Berry and Parasuraman (1996) states that although service quality is perceived by customers, the service provider which is the organisation is the one who creates and delivers the service. According to Poor, Poor and Darkhaneh (2013), the common factors of service quality are as follows:

1. **Process Quality:** Refers to processes and production methods quality
2. **Product Quality:** is evaluated after the provided service. In fact, product is what the customer gets from organization.
3. **Physical Quality:** Refers to goods or services the product support cases.
4. **Interactive Quality:** Refers to interactions between customers and service providers.
5. **Organization Quality:** Is related to the totality of mental image and perception of the organization. Generally, the organization quality is an intangible dimension.

When an organizations service quality levels is high, benefits are found to include high customer loyalty and retention, low staff turnover, improvement in employee morale, cost savings and increased market share, profitability and increased corporate competitiveness (Opoku. Yiadom, Chong and Abratt, 2008). If companies do not improve on their quality of service, recognize and respond immediately to customer's needs efficiently and effectively, the result may be decreasing profits, increasing levels of stress and customer dissatisfaction. In view of the above, the researcher defines service quality as an activity or series of activities that ensures an institutions student (product/output) conforms to requirements/standards, fitness for use, and freedom from variation as reflected by the inputs of the institution.

Students Satisfaction

Satisfaction is defined as a summary of a response that is bounded by a limited time for the consumption of the product and it is also a predictor that enforce customer to transact with the product (brand) (Ogbechi, Okafor and Onifade, 2018). Students satisfaction refers to the student's role as 'consumer' of an educational offerings and service (Van Schalkwyk and Steenkamp, 2014; Woodall, Hiller, and Resnick, 2014) and relates to the student's total experience of both the academic and supporting elements of what the institution typically offers (Negricea, Edu, and Avram, 2014). Balasubramanian et al. (2003), however, describes student satisfaction as the relative perceptual distance between student expectations and evaluations of service experiences and service quality using a multi-item scale satisfaction model. The need to customer satisfaction is a basic concept of any business success (Kabuoh, 2017).

Derick, Anthony and Benjamin (2010) stated that student satisfaction/dissatisfaction is the result of the comparison between pre-enrollment/visit expectations and perceived performance of a school involving the comparison of standards by receivers whether they are in the form of expectations, desires, and wants, ideal or equitable performances. Oluwo (2007) stated that the key to building customer confidence in the long-run lies in achieving sustained customer satisfaction and loyalty through, listening to customer,

provide mechanism to hear from the customers and response to complaints promptly. Clearly, defining and understanding customer satisfaction can help any company identify opportunities for product and service innovation and also serve as a basis for performance appraisal and reward systems. It can also serve as the basis for a customer satisfaction surveying program so as to ensure that quality improvement efforts are properly focused on issues that are most important to the customer (Masroujeh, 2009). Student's satisfaction does not depend on the product or service itself rather it relies on the student's perception. Student's satisfaction leads an institution towards student's loyalty, improved profitability, positive word of mouth and reduced marketing expenditures. It should be noted that Customers just like students are always aiming to get maximum satisfaction from the products or services that they buy. In view of the reviewed scholarly perspectives to this concept, the researcher defines student satisfaction as the overall happiness a student feels when interacting with an institutions services.

Empirical Review

Service Quality and Students' Satisfaction

Higher education service quality has been a topic of interest by many researchers over the past two decades across the world. However, there are no enough studies that clarify the conceptual basis of higher education service quality and students' satisfaction. There is a general dearth of studies that specifically relate higher education service quality with students' satisfaction among private higher education institutions (Kajenthiran and Karunanithy, 2015). Saleem and Moosa (2017) carried out a study on the moderating role of university culture, reputation and price in education sector of Pakistan viz a viz the impact on service quality and student satisfaction. Their findings revealed that with the moderating effect of university culture, university reputation and price, higher education institutes can more significantly achieve student satisfaction. University culture positively strengthens service quality to achieve and sustain student satisfaction, while price and university reputation strengthen the relationship in a negative direction. They concluded that the moderators are the significant contributing factors. Building on service quality dimension in literature, Azam (2018) in a study of Saudi Arabian private higher education institutions suggested that quality comes from the combination of excellent learning and non-learning process. Kara, Tanui, and Kalai (2016) in their study of public universities in Kenya found that educational service quality in the universities was determined by ten reliable dimensions. The dimensions were quality of teaching facilities, quality of library service environment, provision of internet services, availability of text books in libraries in the universities, administrative service quality, lecturer quality, quality of instructional practices, reliability of university examinations, perceived learning gains and quality of students' welfare services. Independently, quality of teaching facilities, availability of textbooks in libraries in the universities, administrative service quality, reliability of university examinations, perceived learning gains and quality of students' welfare services were significantly and directly related to students' satisfaction. Availability of internet services was directly but negatively related to students' satisfaction. Quality of library service environment, lecturer quality and quality of instructional practices were directly but insignificantly related to students' satisfaction.

In a related development, Hwang and Choi (2019) conducted a survey of students majoring in business to examine the structural relationships among a higher education institution's service quality, student satisfaction, institutional image, and behavioral intention at a private university located in South Korea. The result indicated that service quality directly affected both student satisfaction and perceived institutional image. Although perceived service quality was not a significant construct to predict behavioural intention of students, the results showed a mediating effect of perceived institutional image and student satisfaction on the relationship between service quality and behavioral intention. Yu et al (2014) studied the relationship between service quality and customer satisfaction members of a sport and fitness center in South Korea. Results of the study showed that provision of high-quality services for older adult consumers in a sport and fitness center elevated perceived value, reduced complaint behavior, enhanced customer satisfaction, and ultimately increased the likelihood of renewed membership and continued use of the center facilities. Hasan, Ilias, Rahman, and Razak (2008) explored the interaction between service quality and customer satisfaction among private higher education institutions in Malaysia. The study indicated that service quality has strong relationship with students' satisfaction. The result is consistent with the finding by Ham and Hayduk (2003) and Bigne et al. (2003) that found there is a positive relationship between service quality and student satisfaction.

Theoretical Frame Work

Expectancy-Disconfirmation Theory (EDT)

Oliver in 1977 propounded Expectancy Disconfirmation Theory. This theory states that satisfaction is related to the size and direction of the disconfirmation experience which occurs as a result of comparing service performance against initial expectations, (Vogel, Eranschitcky and Ramasechan, 2006; Mattila and O' Neill, 2003).

In this EDT analogy, if quality delivered is viewed to be higher or equal to price paid, then consumer will be satisfied. However, If the price paid for a product or service as perceived by the consumer supersedes the quality received, dissatisfaction is created. In this instance, the degree of customers' satisfaction for a product or service is determined by the extent the customer's expectation of such product/ service as perceived meet that customer's need (Kurtulus and Okumus, 2010). Buyers try to maximize their benefits when they are choosing among available brands in the related product /service category to equate the satisfaction on using the product/service with the price and quality of product. Price has more influential role in the buying process of price consciousness consumers, (Kurtulus and Okumus, 2010).

Banks segmentation strategies are meant to enhance performance and performance in this study is measured by customers' satisfaction with other related variables, therefore, there is need not to leave any gap of disconfirmation to customers that might lead to dissatisfaction and switching to other banks. In today's real market conditions, customers are not getting that positive attitude to bring them back after they have been attracted to some products/services; due to the reason that their expectations were not met (Malesević, Kojić and Savić, 2014).

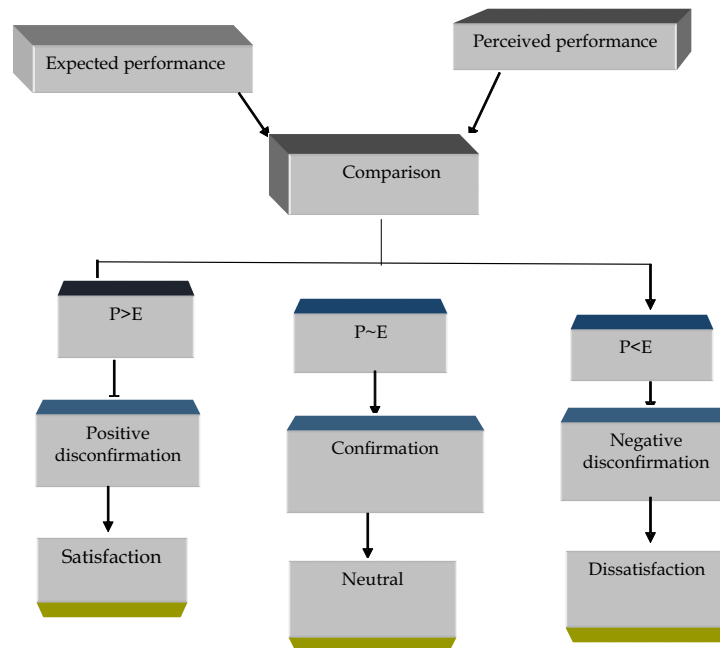


Figure 1: Expectancy-Disconfirmation Theory Model
Source: Aadapted from Chigbu, (2014:67)

Figure 1 refers. If the product performs better than expected (perceived actual performance > expected performance), positive disconfirmation is expected to occur. This leads to customer satisfaction and a strengthening of customers' beliefs, attitudes and future purchase intention. If, however, in the customers' evaluation, the product performs less or worse than expected (perceived actual performance < expected performance), negative disconfirmation occurs. This leads to dissatisfaction and may weaken future dispositions towards purchasing the product, and the customer may search for other products or services. This is in relation with educational service quality when poorly perceived by students, in one course or department in comparison with other cognate courses, may trigger turnover that is transfer from one programme to another.

Methodology

The research design that was adopted for this study is a Cross Sectional Survey Research Design This research design allows the researcher to collect data that can be used to make inferences about a population of interest (universe) at one point in time. Cross sectional survey research design is particularly relevant to this study because it will enable the researcher to explain the relationship between the dependent and the independent variables as well as examine the current beliefs, opinions, motives and behaviours of respondents who will provide responses to the research instrument. Reliability test was conducted to ascertain whether the variables of the study consistently measured the factors intended. For the purpose of this study, a pre-test for internal consistency measure using Cronbach's Alpha was adopted for assessing the reliability of the variables. Tables 1 & 2 below indicate the results of various tests:

Table 1: Cronbach's Alpha for the Variables

Variables	No of Items	Cronbach's Alpha Value
Service Quality	5	0.833
Student's Satisfaction	5	0.807

Source: SPSS Output Result 2020

Table 2: Construct Validity of Research Instrument

Variables	No of Items	AVE	Composite Reliability	KMO Test	Bartlett's Test (Sig)
Service Quality	5	0.771	0.972	0.695	597.633(0.000)
Students' Satisfaction	5	0.828	0.890	0.834	743.735(0.000)

The data collected was analysed with the use of both descriptive and inferential statistical methods. Descriptive statistics analysis was used to present demographic data and the study variables and inferential statistical technique enabled the researcher to evaluate the relationship between the independent and dependent variables. Linear regression analysis was employed to analyse the effects of market orientation (independent variable) on students' retention (dependent variable).

Model Specification

The variables of this study are operationalising as follows:

$$Y = f(X)$$

$$Y = f(X)$$

Y = Dependent Variable

X = Independent Variable

Where:

Y = Students' Satisfaction (SS)

X = Service Quality (SQ)

$$Y = f(X)$$

β_0 = intercept of the model

β_1 = coefficient of the independent variable

e = error term

$$Y = f(X) \dots \dots \dots \text{Functional Relationship}$$

Regressionally,

$SS = \beta_0 + \beta_1 SQ + \epsilon$. This is the working equation to be evaluated in this study.

A priori theoretical expectations is that there would be positive significant effect of service quality on students' satisfaction into BSc marketing degree programs in Nigerian private Universities. A priori theoretical expectations about the signs of the estimates of the model parameters are:

$$y = a_0 + \beta_1 x_1 + e_i, \dots$$

If $\beta_1 \neq 0$; $p \leq 0.05$, H_{01} will be rejected

Data Presentation and Analysis

This section presents the descriptive analysis following the opinions of the respondents. This was done by first dealing with the independent variable, followed by dependent variable. This was followed by inferential statistical method

Table 3: Descriptive Statistics on Respondents Responses to Service Quality

Service Quality	Strongly Agree %	Agree %	Partially Agree %	Partially Disagree %	Disagree %	Strongly Disagree %	Mean	Standard Deviation
In my school, marketing program is relevant to the industry.	38.8	34.7	20.4	4.1	1.0	1.0	5.03	1.00
Service quality is a major decisive factor in students' choice of Marketing program.	26.5	45.9	18.4	6.1	3.0	3.1	4.84	1.07
The quality of service I have received in the marketing department is commensurate with my expectation	25.5	39.8	22.4	7.1	2.0	3.1	4.70	1.16
Academic staff are generally friendly	27.6	31.6	22.4	10.2	5.1	3.1	4.57	1.29
Non-academic staff of the department are courteous, professional and caring towards students	37.8	27.6	22.4	4.1	4.1	4.1	4.79	1.32
Average							4.78	1.17

Source: Field Survey (2021)

According to results in table 3, 38.8% of the respondents strongly agreed that marketing program is relevant to the industry in their school, 34.7% agreed, 20.4% partially agreed, 4.1% partially disagreed, 1.0% disagreed and 1.0% strongly disagreed. On average, the respondents indicated that in their school, marketing program is relevant to the industry with a mean of 5.03 and standard deviation of 1.007. Results also indicated that 26.5% of the respondents strongly agreed that service quality is a major decisive factor in students choice of marketing program, 45.9% agreed, 18.4% partially agreed, 6.1% partially disagreed, 3.0% indicated disagreed and 3.1% strongly disagreed. On average, the respondents partially agree that service quality is a major decisive factor in student's choice of marketing program with a mean of 4.84 and standard deviation of 1.078. Also 25.5% of the respondents strongly agreed that the quality of service they have received in the marketing department is commensurate with their expectation, 39.8% agreed, 22.4% partially agreed, 7.1% partially disagreed, 2.0% disagreed and 3.1% strongly disagreed. On average, the respondents partially agree that quality of service they have received in the marketing department is commensurate with their expectation with a mean of 4.70 and standard deviation of 1.165.

Furthermore, 27.6% of the respondents strongly agreed that their academic staff are very friendly, 31.6% agreed, 22.4% partially agreed, 10.2% partially disagreed, 5.1% disagreed and 3.1% strongly disagreed. On average, the respondents partially agree that their academic staffs are very friendly with a mean of 4.57 and standard deviation of 1.297. In conclusion, 37.8% of the respondents strongly agreed that non-academic staff of their department are courteous, professional and caring towards students, 27.6% Agreed, 22.4% partially Agreed ,4.1% partially disagreed ,4.1% Disagreed ,4.1% strongly disagreed. On the average, the respondents partially agree that the non-academic staffs of their department are courteous, professional and caring towards students with a man of 4.97 and standard deviation of 1.322. The grand mean for service quality is 4.786 which indicates that on average, respondents partially agreed with most of the statements as it relates to service quality with the overall standard deviation of 1.1738 implies that the response were dispersed from the mean.

In Table 4, student satisfaction was presented using descriptive statistics and computed for each statement to reveal the frequencies, percentages, mean and standard deviation on a six-point Likert type scale where 1= Strongly Disagree [SD], 2= Disagree [D], 3= Partially Disagree [PD], 4=Partially Agree [PA], 5= Agree [A], 6= Strongly Agree [SA].

Table 4: Descriptive Statistics on Respondents Responses to Student's Satisfaction

Students Satisfaction	Strongly Agree %	Agree %	Partially Agree %	Partially Disagree %	Disagree %	Strongly Disagree %	Mean	Standard Deviation
I am impressed by quality of classroom instruction	30.6	42.9	13.3	8.2	4.1	1.0	4.85	1.13
As a result of my training, I am more positive about achieving my goals as a marketing professional	35.7	43.9	13.3	6.1	1.0	1.0	5.07	0.90
The course content accommodates students' needs	33.7	41.8	17.3	3.1	2.0	2.0	4.96	1.07
There is a need for general overhauling of marketing teaching methods in Nigeria	40.8	36.7	10.2	9.2	3.1	3.0	5.03	1.07
I am satisfied with the overall academic delivery	38.8	35.7	15.3	6.1	2.0	2.0	4.97	1.14
Average							4.97	1.06

Source: Field Survey (2021)

According to results in table 4, 30.6% of the respondents strongly agreed they are impressed by the quality of classroom instruction, 42.9% agreed, 13.3% partially agreed, 8.2% partially disagreed, 4.1% disagreed and 1.0% strongly disagreed. On the average, they are impressed by the quality of classroom instruction with a mean of 4.85 and standard deviation of 1.131. Results also indicated that 35.7% of the respondents strongly agreed that as a result of their training, they are more positive about achieving their goals as a marketing professional, 43.9% agreed, 13.3% partially agreed, 6.1% partially

disagreed, 1.0% indicated disagreed and 1.0% strongly disagreed. On average, the respondents indicated that as a result of their training, they are more positive about achieving their goals as a marketing professional with a mean of 5.07 and standard deviation of 0.909. Also 33.7% of the respondents strongly agreed the course content accommodates student's needs, 41.8% agreed, 17.3% partially agreed, 3.1% partially disagreed, 2.0% disagreed and 2.0% strongly disagreed. On average, the respondents indicated the course content accommodates students' needs with a mean of 4.96 and standard deviation of 1.1.076.

Furthermore, 40.8% of the respondents strongly agreed that there is a need for general overhauling of the marketing teaching methods in Nigeria, 36.7% agreed, 10.2% partially agreed, 9.2% partially disagreed, 3.1% disagreed, 3.0% strongly disagree. On the average, the respondents partially agree that there is a need for general overhauling of the marketing teaching methods in Nigeria with a mean of 5.03 and a standard deviation of 1.076. Last on the table shows 38.8% of the respondents that strongly agreed that they are satisfied with the overall academic delivery, 35.7% agreed, 15.3% partially agreed, 6.1% partially disagreed, 2.0% disagreed and 2.0% strongly disagreed. On average, that they are satisfied with the overall academic delivery with a mean of 4.97 and standard deviation of 1.141. The grand mean for training is 4.976 with standard deviation of 1.066, indicating student's satisfaction for the program. The value of standard deviation implies that the response was dispersed from the mean.

Relating results in tables 3 and 4 together, service quality has similar patterns of increase with student's satisfaction in B. Sc Marketing degree programme in selected private universities in South Western Nigeria. The findings of the study reveal that student mostly agreed with items asked for both service quality and student's satisfaction to the marketing degree given the overall mean and standard deviation statistics obtained and hence, suggesting that service quality may affect student's satisfaction in B. Sc Marketing degree programmes in selected private universities in South Western Nigeria. Therefore, this provided answer to research question two and enabled the researcher to achieve the objective of this study.

Restatement of Hypothesis

H_{01} Service quality has no significant effect on student satisfaction for B.Sc. Marketing degree programmes in selected private universities in South Western Nigeria.

To test the null hypothesis, linear regression analysis was used. Using SPSS version 24 package, the resulting regression coefficients have been used to interpret the direction and magnitude of the effect. The β coefficients show the responsiveness of the dependent variable as a result of unit change in each of the independent variable (Service quality). The error term ϵ captures the variations that cannot be explained by the model. The dependent variable was student satisfaction. The Regression results are presented in Tables 5 below.

The Service quality was generated by adding responses of all items used to assess the variable. Student satisfaction constitutes the dependent variable and it was generated by adding responses of all items used to assess the variables. Data from the one hundred and ninety-six (196) respondents were collated and analysed. The result of the simple regression analysis is presented in Tables

Table 5: Summary of regression analysis for the effect of service quality on student satisfaction for B.Sc. Marketing degree programmes in selected private universities in South Western Nigeria.

Model	Beta	T	Sig.	R	R ²	Adj. R ²	Anova Sig.	F(df)
(Constant)	3.761	17.441	0.000	0.290 ^a	0.084	0.079	0.000 ^b	17.798 (194)
Service Quality	.252	2.757	.006					

- a. Dependent Variable: Student Satisfaction
- b. Predictors: (Constant), Service Quality

Source: Researcher's Field Survey Results (2021)

Table 5 provides details of results of linear regression on the effect of service quality on student satisfaction for B.Sc. Marketing degree programmes in selected private universities in South Western Nigeria. The results reveal that service quality has positive and significant effect on student satisfaction for B.Sc. Marketing degree programmes in selected private universities in South Western Nigeria ($\beta = 0.252, t = 2.757, p = 0.006$).

The estimated coefficient of correlation (R) was 0.290 indicating that there is a low relationship between service quality and student satisfaction for B.Sc. Marketing degree programmes in selected private universities in South Western Nigeria. The result also revealed that service quality only account for 8.4% of the variation in student satisfaction for B.Sc. Marketing degree programmes, while the remaining 91.6% of students' satisfaction is attributable to extraneous variables different from service quality. Based on the results in Table 5, the simple linear regression model was thus developed as follows:

$$SS = 3.761 + 0.252SQ + \epsilon_i \dots \dots \dots \text{Eq.}$$

Where: SS = Student satisfaction
 SQ = Service quality

The regression equation showed that taking all factors into account constant at zero Student satisfaction is 3.761. The result also indicates that taking all other factors at zero, a unit change in Service quality will lead to a 0.252 increase in student satisfaction for B.Sc. Marketing degree programmes in selected private universities in South Western Nigeria given that all other factors are held constant. On the strength of the result in Table 4.2 which suggested that service quality has positive and significant effect on student satisfaction for B.Sc. Marketing degree programmes in selected private universities in South Western Nigeria ($R^2 = 0.084, \beta = 0.252, t = 2.757, p = 0.006$), this study fails to accept the null hypothesis two (H_{02}) which states that service quality has no significant effect on

student satisfaction for B.Sc. Marketing degree programmes in selected private universities in South Western Nigeria.

Discussion of Findings

The results of simple regression analysis for the effect of service quality on student satisfaction for B.Sc. Marketing degree programmes in selected private universities in South Western Nigeria revealed that social factor has a positive and significant effect on students' attraction B.Sc. Marketing degree programmes. Conceptually, organisations that offer high quality services are more likely to achieve higher customer satisfaction than those who offer less quality service. The finding of study align with existing empirical studies (Azam, 2018; Hwang and Choi, 2019; Kajenthiran and Karunanithy, 2015; Saleem and Moosa, 2017).

Saleem and Moosa (2017) revealed that with the moderating effect of university culture, university reputation and price, higher education institutes can more significantly achieve student satisfaction. University culture positively strengthens service quality to achieve and sustain student satisfaction, while price and university reputation strengthen the relationship in a negative direction. Azam (2018), in a study of Saudi Arabian private higher education institutions suggested that quality comes from the combination of excellent learning and non-learning process. Kara, Tanui, and Kalai (2016), in their study of public universities in Kenya found that educational service quality in the universities was determined by ten reliable dimensions. The dimensions were quality of teaching facilities, quality of library service environment, provision of internet services, availability of text books in libraries in the universities, administrative service quality, lecturer quality, quality of instructional practices, reliability of university examinations, perceived learning gains and quality of students' welfare services. Independently, quality of teaching facilities, availability of textbooks in libraries in the universities, administrative service quality, reliability of university examinations, perceived learning gains and quality of students' welfare services were significantly and directly related to students' satisfaction. Availability of internet services was directly but negatively related to students' satisfaction. Quality of library service environment, lecturer quality and quality of instructional practices were directly but insignificantly related to students' satisfaction.

In a related study, Hwang and Choi (2019), indicated that service quality directly affected both student satisfaction and perceived institutional image. Although perceived service quality was not a significant construct to predict behavioural intention of students, the results showed a mediating effect of perceived institutional image and student satisfaction on the relationship between service quality and behavioral intention. Hasan, Ilias, Rahman, and Razak (2008) indicated that service quality has strong relationship with students' satisfaction. The result is consistent with the finding by Ham and Hayduk (2003) and Bigne et al. (2003) that found there is a positive relationship between service quality and student satisfaction. Thus, giving the support found in literature with this present study's result, the study concluded that service quality has positive and significant effect on student satisfaction of B.Sc. in marketing degree students of selected

Nigerian private universities. This conclusion is also supported by the Expectancy-Disconfirmation theory which is based on the premise that satisfaction is related to the size and direction of the disconfirmation experience which occurs as a result of comparing service performance against initial expectations.

Conclusion and Recommendations

The study concluded that there was a statistically significant effect of service quality on students' satisfaction in BSc Marketing degree programmes in selected private universities in South Western Nigeria. The study aids the higher educational institutions in understanding that consumer choice factors significantly promote enrolment into academic programmes. The result of this study will go a long way in assisting university administrators better appreciate the importance of ensuring that student experience journey and the different customer touch points are improved upon. Thus, in improving enrolment into BSc Marketing academic programmes, private universities in South West Nigeria must deliver quality services and introduce career fairs, that help shape their perception of the course as diverse, multifaceted and a management function in the organization in which the entire business comes together.

- i. The authorities of the selected private universities should commit significant resources, time and attention towards enhancing the service delivery performance of lecturers and non-academic staff.
- ii. Universities should identify the needs and desires of students as well as the labour market and design courses and specializations that bridge the gap between town and gown.

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