



HAWASSA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF MANAGEMENT

**FACTORS AFFECTING STUDENTS' PERCEPTION ON SERVICE
QUALITY IN HIGHER EDUCATION INSTITUTION: A CASE OF
HAWASSA UNIVERSITY**

BY: ABIGAIL ABEBE

MARCH, 2024

HAWASSA, ETHIOPIA

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SERVICE QUALITY IN HIGHER EDUCATION INSTITUTION:
A CASE OF HAWASSA UNIVERSITY**

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**Thesis to Be Submitted to School of Graduate Studies in Partial
Fulfillment of the Requirements for the Masters of Business
Administration in Marketing Management**

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HAWASSA UNIVERSITY
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This is to certify that the thesis entitled “**FACTORS AFFECTING STUDENTS’ PERCEPTION ON SERVICE QUALITY IN HIGHER EDUCATION INSTITUTION: A CASE OF HAWASSA UNIVERSITY**” submitted in partial fulfillment of the requirements for the degree of Master of Business Administration in Marketing Management, the Graduate Program of the College of Business & Economics , and has been carried out by Abigail Abebe ID. No GPMaMW/0001/14. Therefore we approved that the student has fulfilled the requirements and hence hereby can submit the thesis to the College of Business & Economics.

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STATEMENT OF DECLARATION

I declare that this Thesis entitled “**FACTORS AFFECTING STUDENTS’ PERCEPTION ON SERVICE QUALITY IN HIGHER EDUCATION INSTITUTION: A CASE OF HAWASSA UNIVERSITY**” is the result of my own Effort. I declare that all sources of materials used for this duly Acknowledged. I have prepared it independently except for the Guidance and suggestion of the Advisors. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institutions for the purpose of earning any degree.

Declared by: Abigail Abebe

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ABSTRACT

The study factors affecting Students' Perception on Service Quality In Higher Education Institution: A Case Of Hawassa University by regarding five independent variables- Learning Resources, Teachers' Quality, Administrative staff, Infrastructure & curriculum implementation. A mixed research design was employed. Data was collected through Multi stage sampling from 1472 target population three hundred (300) students with a response rate of 95.2%. The data was presented to analyze descriptive statistics, reliability test and comparing Inferential Analyses (i.e. correlation analysis, multiple linear regressions, and ANOVA) with the aid of statistical package for social sciences (SPSS) version 23. The findings of the study indicates that all five factors in the research was identified as critical factors that influence Students' Perception on Service Quality. The value of R square obtained was 0.839, demonstrates that 83.9% of Students' Perception on Service Quality variation can be explained by the independent variables. The study concluded that all factors that used in this study have a positive and significant influence on Students' Perception on Service ($P < 0.05$). Based on the finding, the researcher forwarded recommendations that Higher Education Institution Management should focus and work on the above statistically significant factor in order to enhance and increases service quality.

Keywords: Service, Quality Education, & Students

CHAPTER ONE

INTRODUCTION

This chapter contains background of the study, statement of the problem, objectives of the study (general objectives and specific objectives), research questions, and significance of the study, scope of the study, operational definition of key terms and organization of the study.

1.1. Background of the Study

Any society strives to continue in existence through constant renewals and that this renewal takes place by means of educational growth of the immature members of the group .Dewey and van til (2022) pointed out that education teaches not only to achieve intellectual intelligence but also to shape the students character. In the words of Dewey thus education is a fostering, a nurturing and a cultivating process of young generation to bring about an expected behavioral change, that enable them acquire necessary knowledge, skill and develop positive attitude and characters with an acceptable moral standard. Enabling students to develop all of their attribute and skills to achieve their potentiality as human beings and members of the society require imparting knowledge through education. The economic success of Ethiopia is directly determined by the quality of its education systems and the most effective factor of production is human capital expressed in other knowledge, skills, creative abilities, and moral qualities of individuals in society. Quality is the totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs (Ambo, 2022)

One of the most basic public university services of the higher education should be high quality education. High quality education is a key to escaping poverty and enabling upward socio-economic mobility. Quality education demands delivering of service which enable students to develop their attributes and skills to achieve their potential. According to Hill et al. (2007) service quality is a measure of how an organization understands its user's needs and fulfills their expectations. Effective service therefore is the ability of a service provider to satisfy customer in an efficient manner through which he can better the performance of business. Understanding how to improve the service quality is the key step to growth for any organization (Chui et al., 2016)

As to scholars Alves and Raposo (2010) mentioned that strategic success of a service organization depends on the ability of service providers to enhance the image of customers by consistently meeting or exceeding customers' service expectation. In this quickly changing world providing service quality by certain organization is a key to customer satisfaction which is a means for success. Hence higher education can be termed as a pure service and the service experience that is complex in that students of higher education have make to the institution.

Measuring and improving service quality requires the understanding of students' perception of service quality in education institution. Gregory (2019) For the consistent measure of the performance of service quality from student perspective means delivering quality unto their level of expectations. Because they are directly involved in the education process. They can be seen and act as a customer and also as a product of education institution. Students' views on all aspects of the higher education experiences are essential to check the service quality of the education institution.

as a result, the data and information gained was helping the service provider and the stockholder to make judgments about level of quality in particular service of an institution. According to Nadiri et al. (2009) the general approach to education quality, requires providing an educational environment which enable students effectively to achieve important learning goals including appropriate academic standards. This means that students need to be contented by the necessary acceptable accommodations such as library, recreational facilities, computing facilities, availability of staff (for consultation and teaching student well) and also required class sizes that can be used to evaluate university education services.

However, as seen on the Ethiopian observers article revealed that the squeezed and the deteriorating student accommodation, crowded class rooms, shabby buildings are common features of Ethiopian higher education institutions. In contrary Hawassa university writes on its website it fosters the personal, emotional and academic well-being of students and helps them. Reach their full potential by providing comprehensive clinical/developmental counselling, relationships across campus. Our entire staff is committed to providing a safe, welcoming and affirmation environment for all students (Observer, 2023).This means that Hawassa University claims as there is no accommodation and facility problem against to the above discussion of Ethiopian observer. And also according to the knowledge of the researcher being a part of the Hawassa university

community felt that some of the well deserving students of Hawassa University found complaining about a desperate situation for hard working because of deteriorating condition of services. So this is one thing among other that inspired the researcher to conduct the research intended to deal with students' perception on service quality.

1.2. Statement of the Problem

In Ethiopia the role of higher education is the back bone for the country's development efforts towards eradication of poverty and improving the vision of quality and employability of the university graduates. Present day, Ethiopian higher education showed significant expansion. This expansion is not paralleled with improved delivery of service quality of higher education (Solomon, 2012). for instance some researchers in examining historical challenges and opportunities of Ethiopian higher education Alemayehu and Solomon (2017) found that the rapid expansion of higher education was still challenged with educational service quality like absence of adequate learning resources and facilities, administrative support, infrastructure and curriculum.

Uka (2014) in his study stated that when the government aggressively worked on the expansion of higher education, universities struggled with decreasing budgetary allocations per student, shortage of qualified staff and in adequate supply of necessary infrastructure such as furniture, ICT, laboratory chemicals and library resources. Education service quality is one of the most determinant factors to ensure the quality of higher education. In educational settings, educational service quality can be seen from various perspectives because educational service quality ranges from various indicators or dimensions. For the purpose of this study, however, educational service quality is examined as how students perceive educational service quality delivery that enables students effectively achieve important learning goals including appropriate academic standards.

Some prior few studies conducted on the students' perception of service quality of education in private higher institutions of Addis Ababa (Elisabeth, 2014, Yared, 2018, Ali, 2020) revealed that there are significant differences associated with discrepancy between management and customers' perception. These researches employed quantitative and qualitative data in their descriptive study. However these researches under takings made so far were confined to private higher education institutions of Addis Ababa, where it can be said that the findings maybe applicable to private higher education institutions that have similar kind of situation, different from public higher

education institutions. In addition as far as the knowledge of researcher is concerned such studies have never been conducted in mentioned study area (Hawassa University) under this topic.

It is with this substantial information that the researcher is initiated to carry out a research under taking which focuses on investigation of perception of students towards service quality.

The study tries to answer the following basic research questions.

1.3. Research Questions

1. What is the effect of learning resources on students' perception of service quality?
2. What is the effect of teachers' quality on students' perception of service quality?
3. What is the effect of administrative staff on students' perception of service quality?
4. What is the effect of infrastructure on students' perception of service quality?
5. What is the effect of curriculum implementation on students' perception of service quality?

1.4. The Objective of the Study

1.4.1. General Objective

The main objective of this study is to examine factors affecting students' perception of service quality in higher education A case of Hawassa University.

1.4.2. Specific Objective

- ✓ To examine the effects of learning resources on students' perception of service quality.
- ✓ To examine the effects of teachers' quality on students' perception of service quality.
- ✓ To examine the effects of administrative staff on students' perception of service quality.
- ✓ To examine the effects of infrastructures on students' perception of service quality.
- ✓ To examine the effects of curriculum implementation on students' perception of service quality.

1.5. Significance of the Study

The focus of this study was investigating factors affecting students' perception of service quality in higher education institution; therefore the primary beneficiaries are students, because students are considered to be primary customers of a university. The study benefit students by suggesting

service providers and university management to improve quality service delivery that insure students access to the necessary resources and support services, to invite increased engagement on campus activities, have strong connections with employers for students job opportunities and trainings, to improve mental health by providing better mental health resources and support services for students, to increase satisfaction of students by providing all the necessary needs.

Secondly this study will be of benefit to staffs, management and institutions in general by showing areas of improvement of service to the students in their respective institutions. This can lead to positive word of mouth, recommendations, increased enrollment for the institutions and also increase the reputation of the institution. It also may inform something for those who are interested in further and in-depth study on the issue.

Thirdly this study will be useful for policymakers in the education industry and also the MOE by suggesting areas of improvement in study Variables. By informing policy development because understanding students' perception can help policy makers identify areas of improvement with in the education system and also improving teachers training.

1.6. Research Hypothesis

Based on the existing theoretical and empirical literature, the study aimed at examining factors affecting students' perception on service quality in higher education. So, the study try to prove or disprove the following research hypothesis which has been prepared based on conceptual framework of the study. For this research, the following hypotheses are developed to test.

Hypotheses

The following hypothesis will be formulated in the following respective null forms:

Ha1: A learning resources has a significant impact on perception of service quality.

Ha2: Teachers quality has a significant influence on perception of service quality.

Ha3: Administrative staff has a significant influence on perception of service quality.

Ha4: Infrastructures has a significant influence on perception of service quality.

Ha5: Curriculum Implementation has a significant effect on perception of service quality.

1.7.Scope of the Study

This study is delimited geographically to Hawassa University under graduate program. The study is also delimited to graduating class students specifically 3rd and 4th year. The reason as to why a graduating class student was taken is, because students are familiar with the institution and their perceptions of the institutions are dependable. In terms of participants the study was be delimited to under graduate regular students.

Conceptually, the study focused on perception of students in higher education institutions.

Methodologically, the study employed mixed methods research design which is quantitative and qualitative where data was be collected one after the other.

1.8. Operational Definitions of Key Terms

Perception: is the process by which an individual selects, organizes, and interprets information inputs to create a meaningful picture of the world (George, 2004)

Student perception: refers to how students perceive and interpret their educational experiences (Johnson, 2001)

Service quality: The service quality from the service customer's perspective means how well the service meets or exceeds expectations. Because of the customer oriented market, service quality is generally defined from the customers' perspective, which is usually termed as perceived service quality (Fisk et al., 2008).

Learning resources: are those devices and procedures that help to make teaching and learning interesting, more stimulating, more reinforcing and effective. These includes images, maps, photographs, sketches, diagrams, films, written material such as text books, newspaper clippings or articles from scientific and technical literature. (mikk, 2000).

Teachers' quality: refer to the effectiveness and excellence of the instructional practices, methods and strategies used by educators to facilitate learning. indicates to teacher student interactions in class room (Cornelius, 2007).

Infrastructure: the basic facilities and system serving the institution this includes class room, laboratories, dormitories, sports facilities, computer labs, power supply, water supply, medical clinics and health related facilities, recreation center.

Administrative staff: refers to individuals who work in non-teaching positions within the university. They are responsible for managing various aspects of the institution, such as admissions, financial aid, student affairs, human resources, facilities management and academic support services.

Curriculum: refers to the lessons and academic content taught in school. an interactive system of instruction and learning with specific goals, contents, strategies, resources and measurements.

1.9. Organization of the study

The research paper was prepared in five chapters. Introductory chapter; which includes background, statement of the problem, objectives, research questions, and significance of the study, scope of the study and operational definitions of key terms Chapter two consists literature review focused on students' perception, factors influencing customer perception, review of the empirical literature and conceptual frame work of the study. Chapter three consists of research methodology which involves description of the study area, research design, types and sources of data, study population, sample design, data collection methods and data analysis and presentation. Chapter four consists of Data analysis and discussion, Chapter five includes Summary of findings, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

This chapter presents the over view of, theories of service quality, students perception, customer perception, factors influencing customer perception, review of the empirical literature and conceptual frame work of the study.

2.1. Conceptual and Theoretical review

2.2. Theoretical Review

2.2.1. Theories of Service Quality

The evolution of service quality theories can be traced back to the 1960s and 1970s, when researchers began focus on the importance of customer satisfaction and the role of service quality in achieving it. Some of the key theories that have emerged over past years include:

SERVQUAL: this theory, developed by parasuraman et al. in 1985, focuses on the five dimensions of service quality which is tangibility, reliability, responsiveness, assurance and empathy. It suggests that customers evaluate service quality based on these dimensions and that organizations should strive to meet or exceed customer expectations in each area.

Service- profit chain: this theory developed by Heskett et al. in 1994, suggests that there is a direct link between employee satisfaction, customer satisfaction, and financial performance. It argues that organizations should focus on creating a positive work environment for employees, which lead to better customer service and ultimately, increased profit.

Zone of tolerance: this theory suggests that customers have a range of acceptable service quality levels and that organizations should aim to meet or exceed the upper end of this range. It recognizes that customers may be willing to tolerate some level of service failures or variability, but that exceeding their expectations can lead to greater loyalty and satisfaction.

Customer expectation model: this theory suggests that customer expectations are shaped by variety of factors, including past experiences, word of mouth recommendations, and marketing communications. It argues that organizations should aim to understand and manage these expectations in order to deliver high quality service. Overall, these theories have helped to shape

our understanding of service quality and the factors that contribute to it. By applying these theories in practice, organizations can improve their service offerings and build stronger relationships with their customers.

In research carried out by John (1998) shows that service has many meanings; in management literature, is defined as an industry, an output or offering or a performance. Service also can be described as 'intangible' and the output is viewed as an activity; because some service outputs have substantial components such as equipment, personnel and facilities. Another study of John (1998) points out that service is viewed differently by the consumer and the provider. For the customers they view service as phenomenon meaning which is part of an experience of life, consist of core need, emotional content and choice.

There are many ways to define the quality of higher education. "quality assurance is not a concept that is classified as right or wrong" (Mizikaci, 2006). Service quality in higher education has become a complicated concept and it is difficult to find a unique definition with different interpretations. Previous researchers in the field have defined the service quality in higher education taking into consideration different dimensions. Jain et al. (2011) have defined the quality of service elaborating the research works of Sahney (2002). value addition in education conformance of education output to planned goals, specifications and requirements defect avoidance in education process excellence in education" (Jain, et al ,2011).

Parasuraman, Zeithaml, and Berry (1985) have done a massive contribution to the literature in the field of service quality. According to them "meeting or exceeding customer's expectations of education" can be identified as the quality of education (Parasuraman, Zeithaml & Berry,1985). Mizikaci (2006) has presented the principles and concepts that are essential to discuss the high quality in higher education. These are; the emphasis on service, anticipating and meeting the needs and expectations of the students, recognizing and improving transformation, processes and systems, implementing teamwork and collaboration, instituting management based on leadership, knowledge-based decisions, and involvement, solving problems based on systematic identification of facts and the use of feedback systems and statistical methods or tools, implementing a genuine respect for and development of human resources or the people who work in colleges and universities" (Mizikaci, 2006 & Sharabi, 2013)

2.3 Concepts of Service Quality

Service quality is a combination of two words, service and quality where we find emphasis on the availability of quality services to the ultimate users the term quality focuses on standard or specification that a service generating organization promises. Service quality is generally viewed as the output of the service delivery system, especially in the case of pure systems. Moreover, service quality is linked to customer satisfaction. According to Lehtinen U. and J. R. lehtinen (1982) service quality comprised of three dimensions: physical quality, interactive quality and corporate quality.

Physical quality dimensions refer to the quality of physical elements of service, including tangible products like supporting equipment and physical environment where service takes place. Interactive quality dimension refers to the quality of interaction between customer and other elements of service experience. Corporate quality is the quality dimension which is developed through the years of existence of a service company.

The service quality from the service customers' perspective means how well the service meets or exceeds expectations. When what is delivered matches with what is expected, customers find the service acceptable. If the service provided is better than what was expected, exceptional service appears. Consequently, when expectations and perceptions are ranked on a scale, the gap is a number reflecting the difference between the two, that is, expectation ranking minus perception ranking. Parasuraman et al (1985).

2.3.1 Service Quality in Higher Education Institution

Service quality perceptions of academic institutions frequently differ based on the needs of the services customer. In the educational setting, the customer can be seen as the potential or existing student. A student learning is strongly linked to their containment in which they find themselves (Osman & Saputra, 2019). The effective teaching is multi-dimensional and no single criteria are sufficient in itself. Several university characteristics can help to explain the perceived quality among students, like competent teaching, the availability of stuff for students' consultation, library services, computer facilities, recreational activities, class sizes, level and difficulty of the subject content, and students work load, (Adee,1997).

However, there is a considerable debate about the best way to define service quality in higher education institution Becket and Brookes (2006). Service quality literature suggest the importance for education institutions to monitor the quality of the services they provide in order to commit themselves service quality in higher education to continuous improvements. It is pointed out that the “education quality is a rather vague and controversial concept” (Cheng & Tam, 1997). For instance a student may consider a certain class, curriculum, or university to be of high quality, while another may regard the same experience to be ordinary Quinn et al, (2009). To further complicate matters, industry-based quality measurements and procedures often focus on student. Student learning is influenced more by their perception on the learning context than by the learning context itself (Trautwein & bosse, 2017).

As a result, the learning and teaching issue is influenced not only by how teachers plan and structure their subjects and courses, but also by how students perceive and interpret this design and structure Audin et. al (2003). Students constructs of learning in education is based on their interpretations of task needs, evaluations, and the teaching and learning environment. Higher education like many other service industries had a difficult time measuring service quality Gronroos (1982) claimed that in order to preserve quality, a steady and deliberate effort is required. Therefore, continuous improvement is an important aspect to the sustainability of service quality.

2.4 Perception

Perception is defined in many ways according to various views of educationalists. Perception is the process of selecting, organizing, and interpreting information. Hence, perception according this definition is an individual understands of specific thing through the collection of information by sense organs. Robbins (2004) said perceptions can be defined as “the process by which individuals organize and interpret their sensory impressions to give meaning to their environment”. Perception also includes how we respond to the information. It involves both the recognition of environmental stimuli and actions in response to these stimuli. Perception is important in understanding human behavior because every person perceives the world and approaches life problems differently.

Whatever we see or feel is not necessarily the same as really is. When we buy something, it is not because it is best, but because we take it to be the best. With the help of perception, the needs of various people can be determined because their needs influence people’s perceptions. Perception is

very important for the manager who wants to avoid making errors when dealing with people and events in the working setting. Thus for understanding human behavior, it is very important to understand their perception, that is, how they perceive different situations. Thus the research towards education environment should be seen from students' perceptions and information from service providers' institutions.

2.5 Student Perception

Students' perception refers to how students perceive and interpret their educational experiences. It encompasses their attitudes, beliefs and feelings towards the overall education system and related resources that enable better academic outcomes, motivation, and engagement in learning. Students' perception is the process of students' treatment of information about an object that applies in the schools environment, especially in the class room through observation with the sense owned, so students can give meaning and interpret observed object. Student perception can take positive or negative forms.

We can say positive perception when student assessment of an object or information with a positive view or in accordant with what is expected from the object perceived or from the existing rules. Negative perception is an individual perception of a particular object or information with a negative view, contrary to what is expected from the perceived object or from the existing rules. (solso el al., 2007)

Student perception is understood as subjective thoughts, beliefs and feelings related to persons, situations, and events (Schunk & Meece, 1992). Clarifying further, the scholars argued that two types of perceptions operate in classroom- self-perception and social perception quite recent scholars have postulated that students' perceptions should include not only within the class room environment but also the environment at the departments, faculty, and institution both physically and psychologically.

2.6. Factors Influencing student Perception of service quality

2.6.1. Learning resources

Learning resources are one of the factors that can improve the quality of education. Learning resources consists of many types' materials, tools, techniques and environment. These learning resources are used to facilitate learning and improve the performance of learners (Wendell, 2010). Such resources or materials can help students turn learning experience in to reality to make learning more engaging and interactive. These resources can include books, software, simulations, experiments, libraries, study groups, and tutoring services and other resources designed to help students' acquire knowledge and develop skills.

Learning facilities are physical spaces where learning takes place. These facilities give educational institutions their appropriate atmosphere learning, physical asset and facilities environment also determine the quality of the institution (okorie & uche, 2004). These can include laboratories, computer labs, workshops, health care center, sport facilities and other educational spaces.

The availability of learning resources and facilities are very important and brings positive changes to the academic development of students. The quality of learning facilities can have significant impact of the learning experience of students and contribute to their academic success. In adequate teaching materials lead to abstract instruction and exhibit passive learning, this ultimately leads to poor performance.

2.6.2 Teachers' quality

Teaching quality refers to the effectiveness and excellence of the teaching learning process in education institution (kim et al, 2019) Quality teaching and learning can be best described by performance out comes in the class room environment (karimi, 2008)

Performance is observed by the direct outcome of learning and it is the main indicator that learning has occurred.(Mart, 2017).Says students are participants in the teaching process and should therefore be particularly suited to evaluate the effectiveness of lecturers teaching higher education institutions consequently typically use student evaluations to measure lecturers teaching quality and performance since students are the primary customers of the education industry .Teachers' quality is a crucial factor in shaping students' academic performance, motivation, engagement and personal

development (Henry, 2017). Therefore, it is essential for educational institutions to prioritize and invest in high quality teaching to ensure that students receive the best education.

Teachers' quality is about the day to day interactions that take place in classroom and the different pedagogical approach teacher use to engage, motivate and challenge learners. Quality teaching comprises responsive and reflective teaching.

Teachers should be responsive to student learning processes and learning styles. Quality teachers are naturally great teachers. They are available to students and their parents, accessible to students anytime, are warm, caring, and enthusiastic, committed, patient, energetic, communicative, and constantly updating their knowledge. They have passion for teaching, and love students and their subjects. They should therefore foresee an alignment between designing teaching through activities and expressing learning in and through activities. Biggs (2014) says: Constructive alignment is a design for teaching in which what it is intended students should learn and how they should express their learning is clearly stated before teaching takes place. Teaching is then designed to engage students in learning activities that optimize their chances of those outcomes, and assessment tasks are designed to enable clear judgments as to how well those outcomes have been attained

Hence, teaching should lead to learning and learning means achieving the intended outcomes through participation in activities. Learners do not get knowledge transferred from teachers but construct it through meaningful involvement in activities. Tyler (1949) says "learning takes place through the activity of the student: it is what he does that he learns not what teacher does." Teachers are therefore curriculum alignment experts. According to (Biggs & Tang (2007) "Good teaching is getting most students to use the level of cognitive processes needed to achieve the intended outcomes that the more academic students use spontaneously." They should ensure that there is a natural and causal alignment between designing and teaching the intended outcomes, learning them through engagement in activities and assessing their learning experiences.

In other words, the integral components of effective teaching that starts and stops outside the classroom are identifying and articulating intended outcomes to construct knowledge, skills, and understandings, choosing the content topics & resources necessary to support the learning activities, designing learning activities, getting learners engaged in them, facilitating the learning process, and

designing assessment tasks for measuring the learners' attainment of the learning outcomes (Biggs, 2014).

2.6.3. Administrative staff

The word administration has been derived from the Latin word 'minister' which means, service rendered to others for the welfare. The classical and medieval meanings of the term 'administration' were perform, take charge of or accomplish. So administration is totality of processes through which appropriate human and material resources are made available and made effective for accomplishing the purpose of an enterprise. In this case administration is the range of activities connected with organizing and supervising the way that an organization or institution functions. The main duties of an administration are planning, organization, command, and co-ordination and control the activities of the organization. Higher education administrative staffs are responsible for overseeing aspects of teaching and learning on campus. They hire and evaluate faculty, guide the development of major, minors and other programming secure resources to support institution and facilitate academic campus events.

It support teaching staff and keep organizations running smoothly. They focus on student recruitment; fundraising, quality assurance, marketing or communication roles or they may be responsible for financial administration, project management or human resources management. They also focus communicating with potential students of the institutions and government departments. Preparing statistics and handling data such as student numbers and attendance figures, handling queries and complaints researching and writing reports in particular the university administration provide effective and efficient service for students as well as the internal and external community to create a conducive working environment for teaching learning core process of the university.

In institutions where infrastructure and amenities are not provided, the efforts to administer will be dissatisfied. Probable outcomes of this kind of situation comprise unruly and disorderly students, non-literate population and unresponsive teaching workforce (Ikegbus, 2014).

It hinders the fulfillment of education objectives. Administration according to (Peretomode, 2003) limitations and unwise utilization of available limited resources like human, material, finance and so on produce problems to bring about desired change in the students behavior, inadequate low

quality teachers , funding to maintain institutions and paying teachers' salaries , lack of accommodation for students, indiscipline behaviors on the part of teachers/students. so administrative staff and leadership styles impact students' success and academic achievement. The decisions that the school leaders make and how they make them have a direct impact on working condition. Teachers often complain the decisions affecting them are usually made without their knowledge.

Leaders need to in value teachers in making decisions. for example , leaders can in value staff in departmental scheduling, student scheduling and duty assignment (price,2003), school principals has a lot of different levels of work related to students, parents, community and most particularly to the teachers toward the school and pupils improvement in general. To add, the role of the school head in working has also increased in association with their new emerging role in working with the governing council and the parents of the students and in relation to decision making, school budgeting and finances. The school principal plays an essential role in educational change and effectiveness (Chang & Townsend, 2000).

The school principals roles and responsibilities include providing incentives for teachers with to improve through personal skills, co-ordination of actions, diplomatic manipulations, and long-term experience Green, 2001).moreover, according to pashiardis (2014) school principals shape a supportive learning environment for increasing teachers professional development(pashiardis,2014). Barrett and Bayer (2014) says administrator must instill passion in teachers and provide effective leadership to motivate teachers to engage and energize students. In their work leadership qualities krasnoff (2015) stated that there is quality learning environment without a skilled and committed instructional leader to shape teaching and learning. Therefore it is clear that the principal is a key ingredient in the performance of school.

2.6.4. Infrastructure

Infrastructure is the basic physical and organizational structures and facilities (buildings, roads power supplies) need for the operation of a society or organizations.

Infrastructures are the physical assets and facilities that contribute to the teaching and learning process in the education system (kwesiga, 2002) stated that the number of infrastructures usually determines the quality of the school, which in turn affects the performance and accomplishment of

its students.(Crampton,2009) have clearly stated that resources like infrastructure plays critical role in determining student performance. (murillo&Roman,2011) found that the availability of basic infrastructure and services like construction of roads, railways, bridges, tunnels, water supply, sewage, and electrical grids, telecommunications (including internet connectivity and broad band access (R.A. Alani, 2001).Higher education institution world-wide are the seats of the highest level of human capital development, those training and development depends largely on the quality and quantity of the available infrastructure.

2.6.4.1Infrastructure in education institutions

The term “school infrastructure” refers with things like school buildings, play grounds, public amenities. libraries, laboratories and other facilities. Infrastructure contributes with a positive learning environment. According to Teixeira, et al.(2017) School infrastructure mean buildings housing classrooms, laboratories, dormitories, administrative facilities, athletic facilities or related facilities operated in connection with school. They are a major factor in ensuring quality education. The following be used criteria for measuring education’s growth and development level.

2.6.4.1.1 School buildings

The term school building means any structure suitable for use as class room, including a school facility such as a laboratory, library, school eating facility, or facility used for the preparation of food; any gymnasium or other facility which is specially designed for athletic facilities.

In these case university premises means buildings or grounds owned, leased, operated, controlled or supervised by housing authority (McGowan, 2007).

School building facilities are the essential elements that must be established and taken in to account in order for the objectives of the school system to be achieved and that availability of these facilities determines the quality of teaching and student achievement. McGowan (2007) As he said environmental conditions that interfere with student achievement include: acoustics and noise, air quality, lighting the role of temperature, classroom size and space etc.

2.6.4.1.2 Acoustics and noise

Loud noises are distracting and even stressful. Noise interferes with the ability of teachers to teach and students to learn.

Common sources of these distractions are heating and ventilation levels, nearby classrooms, nearby facilities, aircraft flight paths, and road traffic. Research shows that class rooms that reduce outside noise have more engaged and performing students than those who line in noisier school environments classroom noise is of particular concern for students with hearing loss or attention deficits. school buildings that can protect classrooms from external noise sources can improve student out comes. (McGowan, 2007)

2.6.4.1.3 Air quality

Research undertaken by McGowan (2007) also indicates poor air quality contributes to absenteeism, especially among students with asthma. poor indoor air quality means that these buildings contain more bacteria, viruses, allergens and pollutants from office equipment, cleaning products, pesticides flooring, paints and adhesives that can all contributes with diseases.

2.6.4.1.4 Lighting

According to Hutton (2014), natural lighting boosts the morale of teachers and students. It also reduces off-task behavior and improves test scores. Environments with little natural light have been shown to produce less than desirable results.

In addition Hutton (2014), says many schools, especially those old buildings are with little natural light coming in. such buildings affect students' progress. The study under taken by Clemmons (2014), shows that students most exposed to natural light progressed 20% faster in math and 26% faster in reading.

2.6.4.1.5 Temperature control

An environment that is too hot or too cold can be hard to concentrate when you are uncomfortable. Temperature affects engagement levels and overall productivity, regardless of age, both student and teachers achievement is affected (Clemmons 2014). Teachers know how to keep their rooms comfortable and ready to learn. If room level control is not possible, schools should try to allow temperature control of small blocks of classrooms that receive similar amounts of sunlight and exposure to outdoor (Clemmons, 2014)

2.6.4.1.6 Class size and space

According to Clemmons (2014) class rooms with enough space to expand allow teachers to reconfigure seating arrangements and allow for varied teaching methods. They also create private study areas and smaller learning centers that reduce visual and hearing interruptions. Overcrowding has always been linked to increased student aggression, decreased engagement, and lower level of learning. Class rooms with increased student engagement and learning (clemmons, 2014).

A flexible space is important to ensure that students can work together, collaborate, and communicate effectively to achieve good performance. Clemmons (2014), suggest that looking for aging facilities need major renovation or replacing. An older facility that has been well updated and maintained can still meet the needs of today's students. on the other hand a building that has not been properly maintained regardless of the age of the school. As long as the building is maintained, clean, and has been renovated to create a comfortable learning environment for the advancement of education. According to Huffon (2014), the goal always is to create an environment while teachers can teach to the best of the inabilities and students can learn to the best of their abilities.

Building should not get in the way of these things. School facilities according to Hallack(1990) were a major influencing factor in the school system. he also pointed out the availability , relevance and suitability of these facilities contributes to student success, while unattractive school buildings, crowded classrooms, unavailability of play grounds and flower beds and environments that lack aesthetic beauty can contribute to poor performance.

Ahunanya and Ubabudu (2006) also reaffirmed the provision of adequate facilities for effective teaching and learning.

2.6.5 Curriculum

Curriculum according to (prat, 1994) is a plan for sustained process of teaching and learning with specific focus on content and the process of teaching and learning.(Prat,1994) further explains that actual teaching and learning is not curriculum, for curriculum refers to plans for instructional acts, not the acts of instruction themselves. According to this view curriculum can be linked to construction blue print. As a blue print is not a building by itself, a curriculum is not actual teaching or learning. According to (Nunan, 1988) curriculum encompasses needs analysis, goal identification, objective setting, and material development, learning activities, learning mode, environment and evaluation.

(Brady, 1995) defines broadly curriculum as the totality of content, goal, methods, assessment, extracurricular activities learning environment and even hidden curriculum as well as cultures that would entail learning experiences. Teachers deliver instruction and assessment through the use of specified resources provided in a curriculum. Curriculum designs generally provide instructional suggestions, scripts, lesson plans and assessment options related set of objectives. The learner is the central figure and implementation process. There are various factors that influence curriculum implementation like the learners, resource materials, facilities, the teacher, the school environment, culture and ideology, instructional supervision and assessment.

2.6.5.1 The teacher

As (Whitaker, 1979) asserts the teachers view the role in curriculum implementation as an autonomous one teachers are pivotal in the curriculum implementation process. If the teachers participate in curriculum planning, be able to translate curriculum intentions into reality, it is imperative that the teacher understand the curriculum document well in order to implement it well. Concerning higher education in Ethiopia rapid expansion of institutions was not followed by adequate qualified academic staff this may impact negatively the implementation of curriculum in the institutions.

2.6.5.2 The learner

Learners are a critical element in curriculum implementation. Learners hold the key to what is actually transmitted. The learner factor influences teachers in their selection of learning experiences hence the need to consider home background, learning ability and other diverse characteristics of learners in curriculum implementation.

2.6.5.3 Resource materials and facilities

From the experience, it is expedient that there was be no meaningful teaching and learning take place without adequate resource materials. Curriculum to be fully implemented as per plan, the government should supply institutions with adequate resources like physical facilities such as classrooms, laboratories, workshops, libraries and sport fields, textbooks, teaching aid, stationary and internet access. The availability of appropriate facilities has a great influence on curriculum implementation (yara & otieno, 2010)

2.6.5.4 Interest groups

Interest groups includes teacher associations, religious organizations, local authorities, companies provide institutions with financial resources to purchase required materials.

2.6.5.5 The school environment

The institutions located in rich socio-economic environments and those that have adequate human and material resources can implement better than those in poor economic environments.

2.6.5.6 Instructional supervision

The supervisory function of the school head can make possible the realization of curriculum by deploying staff, allocating time to subjects taught at the school, providing teaching learning materials and creating an atmosphere conducive to effective teaching and learning.

2.7. Review of Empirical Literature

The empirical review of this study focuses on students' perception towards the service quality. This review aims to provide a comprehensive analysis of the existing literature on the topic, the review was critically evaluate the empirical evidence, identify gaps in knowledge by framing the review in this way we hope to provide a useful resource for researchers, educators Perception of students towards education, interested in how students perceive the quality of education services.

A study by Jerald Moneva (2019), this research is conducted the survey among the senior high school, with total of two hundred twenty nine respondents who were required to fill the questionnaire to complete the survey and gather data, quantitative data is processed using chi-square .the research showed the relationship between students attitude about their education in terms of knowledge, skill and values. And the researcher concluded that there is a relationship between students attitude and their education and has a positive perception towards education. even though the research concluded that students' attitude about their goals in terms of self-esteem demands work and wealth. the lacked rigorous investigation in that cognitive premises remained unstudied .from the very beginning took on 229 students as a sample among 11 different classes of whole the high school and this sample is far from being representative it hard to conclude the study to the population.

Adekiya (2019) investigated the perception of service quality in higher educational institution. The objective of the study was to examine the perception of service quality in two higher educational institutions (Bayero University and Ahmadu Bello University) in the North West Nigeria. A sample of 291 students was selected from total population of 429 through the proportionate stratified sampling technique. The descriptive survey design was employed to elicit responses from these students through the structured and close ended questionnaire. After 180 responses were subjected to a one sample t-test was revealed that lecturers, university management, general university and non-teaching staff, meeting up with requirement for service quality. They however is the view of that there is need for improvement, intangibles, infrastructures and teaching learning environment infrastructures.

Semira (2019) conducted the research on the research title the effect of service quality on students' satisfaction. This study mainly focused on the effect of service quality on students' satisfaction in Addis Ababa private higher educational institutions with the objective of identifying the service quality dimensions used by students to evaluate the quality of service offered by the private higher education institutions. The method employed by this researcher was the explanatory research design. The sample of 374 students from total population of 5760 was selected and the response given was analyzed. the method used in analyzing data included descriptive and inferential statistics revealed none- academic aspects, program issues get reputation and access proved to be very essential and are predictors of students satisfaction of higher education institutions, Particularly in the case of private institutions of Addis Ababa. On the contrary academic aspects had positive but no significant influence on student satisfaction. None-academic aspects have higher effect on student satisfaction.

In his research million (2020) which was on the effect of perceived service quality on post graduate student's satisfaction in public universities revealed that perceived service quality and its five dimensions have a positive and significant effect on master student's satisfaction. And the researcher suggested universities should provide consecutive trainings for service providers and orientations to new master students to create awareness as to what, to whom and how services are provided in respective universities.

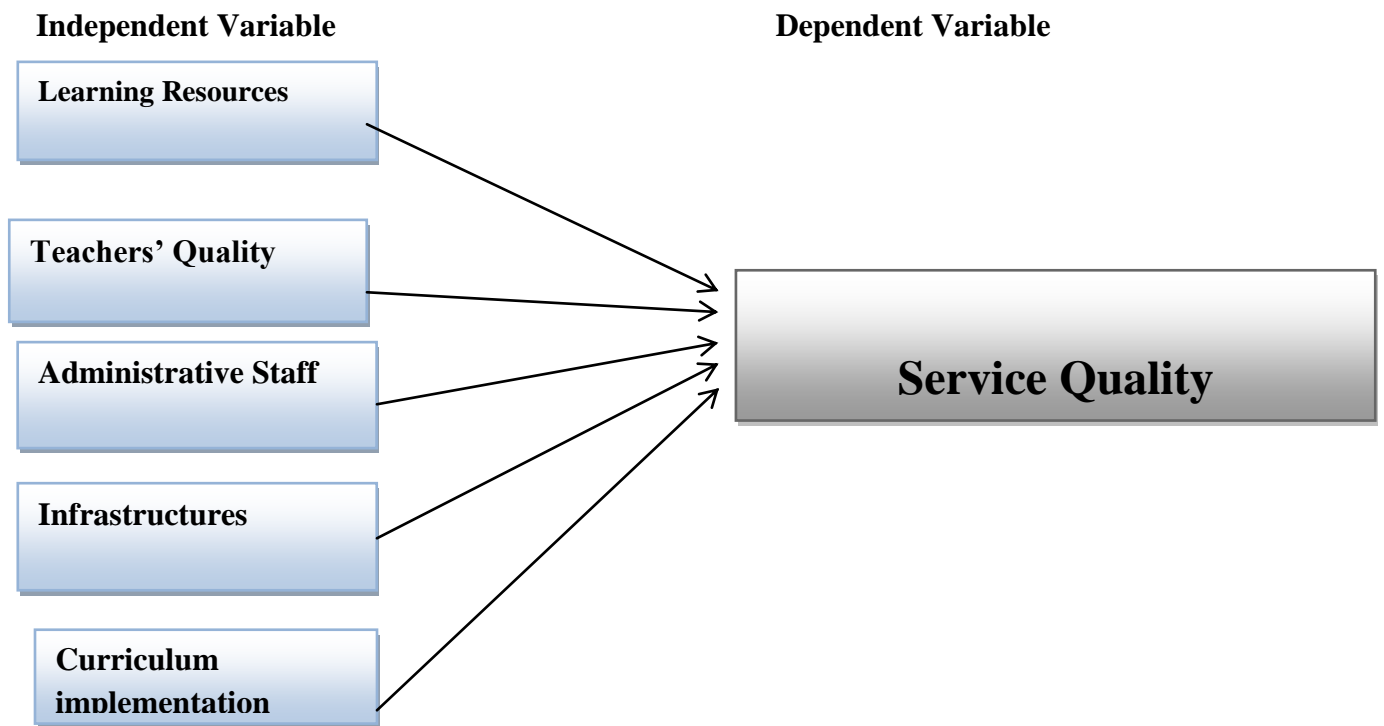
The research method used particularly by Semira has been explanatory method where that can be used when small amount of information is available. However her reason is not genuine because information for the topic is available on the higher education archive; where it led to crude conclusion mean for instance on one hand concluded that academic effect of positive but not significant influence on student satisfaction. And the sample size selected by the researcher cannot represent total population because the sample size, 374 out of 5760 is too small to generalize for the total population.

On the other hand the research conducted by Adewale on the perception of students towards service quality on the two of the Nigerian universities is scholarly because its method employed to select sample is proportional and can be representative however the data collecting instruments used cannot enable to get complete responses because structured and close ended questionnaire restrict the respondents freedom of giving through response that enable triangulation.

2.8. Conceptual Framework of the study

It has been clear that higher education institution should always be concerned about quality service delivery to students such directly or indirectly affects students learning out comes. Barret et al (2019) states that key inputs to the education system such as curriculum, teachers, and education infrastructure and resources helps to improve education performance is enhanced in schools with better learning environment. The above variable was influence students' perception Based on this the researcher constructed the following conceptual framework.

Figure 2.1 Conceptual Framework of the Study



Source: Source: j fin mark 2019 modified by the researcher.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter explains the research design and methodology. This part elaborates description of the study area, the research design and approach, data types and sources, the study population, sampling technique, data collection instrument, data analysis technique and ethical consideration. In addition, reliability and validity was presented. The methods selected below are suitable because of their appropriateness for situations in the selected study of area.

3.1 Description of the study area

Hawassa University encompasses 7 campuses set in and outside of Hawassa City. Four of its seven campuses (the Main campus, Institute of Technology, College of Agriculture, and College of Medicine and Health Sciences) are situated in Hawassa City while College of Forestry and Natural Resources, College of Business and Economics, and Daye Campus are located in Wondo genet, Yirgalem and Bensa Daye, respectively.

As to Hawassa university is founded in 1976, as Awassa college of Agriculture (ACA) with the admission of 217 students. Later it was promoted to a university in 2000 named “Dehub university” with the merger of (ACA), wendo genet College of forestry and natural resources established in 1978, Dilla College of teacher’s education and health science in 1996. In 2006 it was renamed “Hawassa university” while the other three mentioned above evolved to a separate university on its own. In terms of academic capacity Hawassa university hosts more than 32,000 students enrolled in 309 academic programs; 103 undergraduates, 195 graduates (141 masters, 54 PHD), and 11 medical specialty (10 specialty and 1 sub specialty) programs in the regular and continuing education programs 2013. Hawassa University has 10,988, staff out of which 2213 are academic staff. Currently HU has a total of 7073 staff of which 1630 are academic and 5443 are administrative staff and has a student population of 43,638 in the regular and distance education sessions both at the undergraduate and postgraduate levels

Hawassa university is one of the leading public universities ranking 5th in Ethiopia. Accordingly, HU is striving to produce efficient and internationally competent graduates and undertake innovative works, rigorous research and technology transfer activities to foster social and academic

development of the country. Hence, HU as an institution of massive higher learning has concern of providing services needed for quality education. In line with this discourse, assessing student perception towards service quality of education is necessary.

3.2. Research Design

Descriptive research design was used in this study. Descriptive research is the research design in which data is collected in a qualitative manner and analyzed using quantitative procedures (Nassaji, 2015). Descriptive method is particularly appropriate when the research objective include the determination of the degree to which certain variables are related to actual phenomena. According to (Wasiams, 2007) descriptive method is suitable mainly to gather several kinds of reliable data to the issue under study. As such information can provide decision makers with evidence that can lead to a course of action.

To describe the characteristics of a particular Phenomenon, descriptive research is preferable. It is concerned with specific predictions, with narration of facts and characteristics concerning individual, group or situation. As mentioned above, the goal of descriptive research is to describe some aspect of a phenomenon, which is the status of a given phenomenon. It can also help us to understand a topic and lead to causal analysis.

3.3. Research Approach

There are two basic approaches to research, quantitative and the qualitative. The former involves the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion. The later qualitative approach to research is concerned with subjective assessment of attitudes, opinions and behavior. Research in such a situation is a function of researcher's insights and impressions.

This study employed mixed method of research approach that is both quantitative and qualitative methods. A mixed method approach enables a researcher to obtain a more comprehensive understanding of educational phenomena, ranging from simple to complex, particular to general and from internal to external perspectives. Thus, according to (creswell, 2009) using both quantitative and qualitative approaches increases the scope, depth and power of the research.

3.4. Data Type and Data Source

The source of data for this study was primary. The primary data for this study was collected through questionnaire and interview that was developed by the researcher.

3.5 Study Population and Sampling

This study employed the descriptive research of the survey type. According to (Fraenkel & wallen, 2011) the population is the group of interest to the researcher to whom the researcher generalizes the result of the study. The target Population of this study was all the regular 3rd & 4th year students of Hawassa University Main Campus. The 3rd & 4th year students are selected because they stayed longer so their experience and perception is dependable and also regular students are the one who consume more of the campuses accommodation.

The population of the study area was too large to be taken as a sample of the research. The researcher used multistage sampling. On the first stage the researcher took one campus from the seven campuses the researcher took the campus with large number of students. Main campus was chosen in this case. On the second stage two colleges was selected from four colleges of main campus and on the third stage three departments was selected from each college. Hence, the required sample size of respondents is determined based on a formula developed by Taro Yemane (1967, cited in GfK, 2013), at 95 percent level of confidence as follows:

$$n = N/(1+N(e)^2).$$

The sample frame of this study was prepared based on 1472 target population respondents the confidence level is 95% or would assume 5% error.

The variables in this formula are:

n = the sample size

N = the population of the study

e = the margin error in the calculation

$$n=N/1+e^2$$

$$n=1472/ 1+ 1472(0.05^2)$$

$$n =315$$

The required amount of respondents was be selected and made part of the study.

3.6. Data Collection Methods

The instrument employed in gathering the necessary data for this study was mainly questionnaire and interview

3.6.1. Questionnaire

Questionnaire was one of the instruments to be developed and personally administered to students in their respective institutions to get relevant data. Accordingly, directly administered questionnaire was employed to get responses from students. Best and khan, (2005) questionnaire allows and makes possible an economy of time and expense and provides a high amount of usable responses. For this purpose, all the students in selected departments were made to fill questionnaire to get information on their view and perception of service quality.

Five point Likert scale was used In line with this pilot study was conducted to check the usability of the instruments for the planned procedure of data collection.

3.6.2. Interview

Interview is a form of verbal questioning. It is the most extensively used method of data collection across all the disciplines of the social sciences and in educational research it is like questionnaire, but is conducted in face to face or personal contact situation there are different types interviews. They are chiefly of three types in terms of their structure, content and role the commonly used are: structured interview, semi-structured and unstructured. For this study the researcher was use the semi-structured interview and the interviewee was student councils.

According to (Hitchcock et al, 1995) the semi structured interview is much more flexible version of the structured interview. It allows researchers depth to be achieved by providing the opportunity on the part of the interviewer to probe and expand the respondents' responses. More over the semi structured interview provides opportunity to create balance between the interviewer and the

interviewee by providing room for negotiation, discussion, and expansion of the interviewee's (Hitchcock et al, 1995) .

3.7. Reliability and Validity Test

The reliability and validity of research instruments are important factors that determine the accuracy of research findings. In this study, the researcher employed different techniques to ensure the reliability and validity of the survey questionnaire measures of service quality in education was established and pre-test was done with small sample of students to assess its clarity and comprehensibility. A statistical method also was used such as Cronbach's alpha, to assess the internal consistency and reliability of the questionnaire items.

3.7.1 Validity

The extent to which the measurement what intends to measure. The instrument was designed by taking in to consideration the basic questions and all the items included in the questionnaires.

3.7.2. Reliability

Reliability of the instrument was also tested to check its internal consistency using Cronbach's alpha result for all five categories of the questionnaire. For the internal consistency and reliability, the researcher conducted a reliability test using Cronbach's alpha. This test was to measure the internal consistency of the questionnaire and ensures that it is reliable in measuring students' perception of service quality in education. The results of the test were reported, including the Cronbach's alpha coefficient, mean score and standard deviation. A coefficient of 0.7 or higher was considered acceptable.

3.8. Data Analysis and presentation

Once data were collected from the target groups, field and office level editing technique were used to correct and check errors. Statistical Package for the Social Sciences (SPSS) software version 23 was employed to analyze and present the data through the statistical tools used for this study, namely descriptive analysis, correlation and multiple regression analysis.

Descriptive analysis: The descriptive statistical results was presented with tables, frequency distributions, mean, standard deviations and Percentages to give a condensed picture of the data. So, this is achieved through summary of statistics, which includes the means and standard

deviations values which are computed for each variable in this study. Pearson Correlation Analysis: was used when there are two quantitative variables. In this study Pearson's correlation coefficient was used to know the relationship of Service Quality and its determinants. multiple Regression Analysis. multiple regression analysis was used to investigate the extent of independent variable on Service Quality or dependent variables. To determine whether there is any statistical significance between the means of two or more independent group the researcher was used one way analysis of variance (ANOVA).

The regression of the research model becomes in the form:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$$

Where,

Y= Dependent variable (Education Service Quality)

β_0 = constant which would be equal to the mean if all slope coefficients are zero

X_1 = Learning Resources β_1 = un-standardized regression coefficient of Learning Resources

X_2 = Teaching Quality β_2 = un-standardized regression coefficient of Teaching Quality

X_3 = Administrative Staff β_3 = un-standardized regression coefficient of Administrative Staff

X_4 = Infrastructures β_4 = un-standardized regression coefficient of Infrastructures

X_5 = Curriculum β_5 = un-standardized regression coefficient of Curriculum

ε = error term

3.9. Ethical consideration

Concerning ethical considerations, the researcher took in account:

Confidentiality the respondents were assured that their response remained confidential. The information they provide was confidential and was used for academic purpose only.

Organizational approval A written letter that explains the research idea as well as copy of the research proposal was provided to the study site. The researcher obtained approval prior to any research activity and data collection.

Informed consent cover letters explained the purpose of the questionnaire and for what purpose the study is going to be conducted.

Anonymity the information on the identity of research participants' names, ethnic origin, age, place of residence kept hidden in order to protect them from harm and respect their privacy.

Report reporting research methods, data and results and findings reported honestly. All the results and findings reported without any over exaggeration, made up data, academic fraud, misrepresenting results and exaggerated findings.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. INTRODUCTION

In this chapter, the collected data from the respondents is summarized and analyzed in order to realize the ultimate objective of the study. The data collected through questionnaire is presented, analyzed and interpreted to answer the research questions set at the beginning of the study. In order to do this, data collected through the survey were analyzed quantitatively using SPSS 23. The methods used in data analysis include Descriptive statistics and Inferential Statistics i.e., Regression, Pearson Correlation, Analysis of Variance (ANOVA), Normality test, Linearity Relationship test, Homoscedasticity (equal variance) test, Multi-collinearity test and Cronbach's Alpha test. Descriptive analysis is used to summarize the general profile of respondents while Inferential Statistics were applied to determine whether the proposed independent variables have effect on the dependent variable (Service Quality). Cronbach's Alpha is also used to test the reliability.

4.2. SAMPLE AND RESPONSE RATE

The research targeted a total of 315 questionnaires were administered in the first and second weeks of the month of Dec 2023 and Students were contacted at HU main campus. The data was collected by using the questionnaire that were developed in Likert five scale ranging from 1 to 5 where 1 - strongly disagree, 2 - disagree, 3 - neutral, 4 - agree and 5 - strongly agree. A total of 315 questionnaires were distributed to students'.

Out of 315 questionnaires distributed to increase response rate based on convenience, 300 questionnaires returned and used for the analysis, out of the total amount distributed with 95.2% response rate in the study area. As it is stated by Mugenda (2003), 50% of response rate is adequate, 60% of response rate is good, and above 70% response rate is very good. Therefore in this study the researcher achieved more than a very good response rate

Table 4.1: Overall Questionnaire Response Rate

Sample	Number	Percentage
Number of Questionnaire Distributed	315	100%
Questionnaire Returned	305	98.23%
Partially Completed Questionnaire	10	2.87%
Questionnaire to be Analyzed	300	95.2%

Source: Own Survey Result, 2024

4.3 Reliability and Validity Test

Validity and reliability are the two important characteristics of every measure of materials such as questionnaire. Reliability is fundamentally concerned with issues of consistency of measures whereas validity is the degree to which an instrument measures what it is supposed to measure. (Bryman and Bell, 2003).

Before analyzing the collected data the reliability of the main items of the questionnaire was tested using Cronbach's alpha and validity of the instrument for the present study was ensured as the independent variables and items are identified from the literature.

RELIABILITY TEST OF STUDENTS' PERCEPTION ON SERVICE QUALITY IN HIGHER EDUCATION INSTITUTION

Cronbach's Alpha is a single correlation coefficient that is an estimate of the average of all correlation coefficients of the items with in the test.

Table 4.2 Overall Reliability Statistics Test

Reliability Statistics

Cronbach's Alpha	N of variables
0.827	6

Source: Own Survey Result, 2024

The above indicated that the reliability of **6** variables that are Students' Perception on Service Quality in Higher Education Institution has been tested by using Cronbach's alpha.

George and Mallery (2003) stated that a reliability score or the Value of Alpha greater than 0.9 is excellent, greater than 0.8 is good, greater than 0.7 is acceptable, greater than 0.6 questionable, greater than 0.5 is poor and less than 0.5 is unacceptable.

So that reliability of the questions was evaluated and the result (Cronbach's Alpha) was used to test the reliability of the materials used in this study. Hence, the reliability coefficient of the above item is above 70% or the overall reliability test for the item is **82.7%**. This implies that the items were reliable and understandable to the respondents.

Table 4.3 Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
SQ	16.6373	1.615	.802	.763
LR	16.4951	1.555	.622	.794
InFs	16.1252	1.702	.621	.795
TQ	17.0406	1.689	.371	.861
AS	16.7428	1.678	.508	.818
CI	16.6898	1.680	.899	.761

Source: Own Survey Result, 2024

The table showed that the overall reliability coefficient test of the above item is more than 80% which is found to be **82.7%** and all items alpha reliability ranges between **0.761- 0.861** which is within acceptable range. This implies that the items were reliable and understandable to the respondents.

4.4. DEMOGRAPHIC PROFILE OF RESPONDENTS

This part tries to display personal profile of the respondents in terms of gender, age, year of the study. All are summarized in the table form, analyzed and interpreted here below.

1. Gender of the Respondents

Table 4.4: Gender of the respondents

Gender

		Frequency	Percent
Valid	Male	156	52.0
	Female	144	48.0
	Total	300	100.0

Source: Owen Survey Result, 2024

As per table 4.4, the respondent composed of the majority of male respondents with 52. %. The remaining 48% are female respondents.

2. Age of the Respondent

Table 4.5: Age of the Respondent

Age

		Frequency	Percent
Valid	19 up to 20	101	33.7
	21-24	130	43.3
	25-27	69	23.0
	Total	300	100.0

Source: Owen Survey Result, 2024

As per the table 4.5, 43.0% of the respondents are from the age group of 21-24 constituting the largest percentage. This group was being followed up by the age group of 19 up to 20 years that had 33.7% and the age group 25-27 had 23.3 %. From the finding, here the researcher found that the majority of the students are from age group 21-24.

3. Year of the respondents

Table 4.6: Year of the Respondents

Year of Study

		Frequency	Percent
Valid	III year	108	36.0
	Iv year	192	64.0
	Total	300	100.0

Source: Owen Survey Result, 2024

As per table 4.6, from 300 respondents 192 or 64% were IV year. 108 respondents or 36 % were III year. This indicates that most of the respondents in this case were IV year.

4. 5 Descriptive statistics of the study, results and discussion

According to (Marczyk et al, 2010) One statistical approach for determining equivalence between groups is to use simple analyses of means and standard deviations for the Variables of interest for each group in the study. The mean indicates to what extent the sample group on average agrees or does not agree with the different statement. The lower the mean, the more the respondents disagree with the statement. The higher the mean, the more the respondents agree with the statement. The study has five independent variables: Learning Resources, Teachers' Quality, Administrative Staff, Infrastructures, Curriculum implementation; it has dependent variable Service Quality.

The researcher adopts an inherent assumption, which states that with the usage of any Likert scale that although the scale is truly ordinal in nature, it is assumed to be on interval scale with which statistical properties such as the mean can be justifiably used.

Accordingly, the researcher applies mean and standard deviation as the best measures for analysis based on the mean range development by Al-sayaad et al., (2006). As cited by (Demis, 2016).

Table 4. 7: Five Scaled Likert's Criterion

S. No	Mean Range	Response Option
1	1 up to 1.80	Strongly Disagree
2	1.80 up to 2.60	Disagree
3	2.60 up to 3.40	Neutral
4	3.40 up to 4.20	Agree
5	4.20 up to 5.00	Strongly Agree

Source: Al-Sayaad et al., (2006, as cited by Demis, 2016).

4. 5.1. Learning Resources (LR) as a Determinant of Service Quality

Learning resources are one of the factors that can improve the quality of education. Learning resources consists of many types' materials, tools, techniques and environment. These learning resources are used to facilitate learning and improve the performance of learners (Wendell, 2010). Search resources or materials can help students turn learning experience in to reality to make learning more engaging and interactive. These resources can include books, software, simulations, experiments, libraries, study groups, and tutoring services and other resources designed to help students' acquire knowledge and develop skills. Learning facilities are physical spaces where learning takes place.

Table 4.8 Mean and Standard Deviation Result for Learning Resources Elements

Descriptive Statistics			
Learning Resources (LR)	N	Mean	Std. Deviation
The university invests sufficiently in maintaining and updating learning resources	300	3.9933	.70352
The learning resources are easily accessible	300	3.5800	.70611
The learning resources are up-to-date and relevant to your studies	300	3.8567	1.00307
The university communicates any problem with shortage of learning resources and fixes it.	300	4.1000	.69638
The learning resources effectively support research and academic projects.	300	4.2033	.58004
Total	300	3.97266	0.737824

Source: Survey Result, 2024

According on above table, results show the mean values and the values of the standard deviation of the independent variable have been shown. Mean value provides the idea about central tendency of the value of a variable. The number of observations of each variable is 300, and the above table summarizes the level of agreements of the respondents towards the learning resources on perception of student’s on service quality. Standard deviation measures the dispersion of a given data set. It indicates how close to the average the data is clustered. Thus, the values of standard deviations in the above table indicate the variation of the response of the learning resources on perception of student’s on service quality.

In general, the overall mean score of the independent variable Learning Resources (LR) is 3.973 with standard deviation .0737824; it is within the range of 3.4 and 4.2 under the option of agree. This implies that learning resources major factor influences the education service quality.

4. 5.2. Infrastructure (InFs) as a Determinant of Service Quality

The term “school infrastructure” refers with things like school buildings, play grounds, public amenities. Libraries, laboratories and other facilities Infrastructure contributes with a positive learning environment. According to Teixeira, et al.(2017) School infrastructure mean buildings housing classrooms, laboratories, dormitories, administrative facilities, athletic facilities or related facilities operated in connection with school. They are a major factor in ensuring service quality. The following be used criteria for measuring education’s growth and development level.

Table 4.9 Mean and Standard Deviation Result for Infrastructure Elements

Descriptive Statistics			
Infrastructure (InFs)	N	Mean	Std. Deviation
The accessibility of computer labs and internet service is satisfactory	300	4.2167	.41266
The maintenance of classroom, equipment and furniture is well-maintained	300	3.96333	.485911
The availability of recreational facilities (sport fields, lounges etc.) meets the standards	300	4.1300	.62268
The convenience of cafeteria services and food quality is satisfactory	300	4.4133	.51967
The availability and condition of restroom, dormitory and health care facilities meet my expectation	300	3.8633	.92059
Total	300	4.117326	0.5923022

Source: Survey Result, 2024

According on above table, results show the mean values and the values of the standard deviation of the independent variable have been shown. Mean value provides the idea about central tendency of the value of a variable. The number of observations of each variable is 300, and the above table summarizes the level of agreements of the respondents towards the learning resources on perception of student’s on service quality. Standard deviation measures the dispersion of a given data set. It indicates how close to the average the data is clustered. Thus, the values of standard deviations in

the above table indicate the variation of the response of the infrastructure on perception of student's on service quality.

In general, the overall mean score of the independent variable infrastructure (InFs) is 4.11 with standard deviation 0.592 ; it is within the range of 3.4 and 4.2 under the option of agree. This implies that infrastructure influences the students' perception of service quality.

4. 5.3. Teachers' Quality (TQ) as a Determinant of Service Quality

Teaching quality refers to the effectiveness and excellence of the teaching learning process in education institution (kim et al, 2019) Quality teaching and learning can be best described by performance out comes in the class room environment. (karimi,2008) Performance is observed by the direct outcome of learning and it is the main indicator that learning has occurred.(Mart, 2017).Says students are participants in the teaching process and should therefore be particularly suited to evaluate the effectiveness of lecturers teaching higher education institutions consequently typically use student evaluations to measure lecturers teaching quality and performance since students are the primary customers of the education industry. Teachers' quality is a crucial factor in shaping students' academic performance, motivation, engagement and personal development (Henry, 2017).

Table 4.10 Mean and Standard Deviation Result for Teaching Quality Elements

Descriptive Statistics			
Teaching Quality (TQ)	N	Mean	Std. Deviation
The course objectives are clearly communicated by instructors	300	3.9300	.65819
Instructors encourage student engagement and participation in class	300	3.8333	.58882
Instructors are supportive in addressing students learning needs	300	3.9767	.87101
Teaching methods are very effective	300	3.5667	.85713
Instructors are approachable and available for academic support whenever needed	300	4.0067	.96075
Total	300	3.86268	0.78718

Source: Survey Result, 2024

According on above table, results show the mean values and the values of the standard deviation of the independent variable have been shown. Mean value provides the idea about central tendency of the value of a variable. The number of observations of each variable is 300, and the above table summarizes the level of agreements of the respondents towards the learning resources on perception of student's on service quality. Standard deviation measures the dispersion of a given data set. It indicates how close to the average the data is clustered. Thus, the values of standard deviations in the above table indicate the variation of the response of the teaching quality on perception of student's on service quality.

In general, the overall mean score of the independent variable Teachers' quality (TQ) is 3.87 with standard deviation 0.78718 ; it is within the range of 3.4 and 4.2 under the option of agree. This implies that teachers' quality major factor influences the education service quality.

4.5.4. Administrative Staffs (AS) as a Determinant of Service Quality

In this case administration is the range of activities connected with organizing and supervising the way that an organization or institution functions. The main duties of an administration are planning, organization, command, and co-ordination and control the activities of the organization. Higher education administrative staffs are responsible for overseeing aspects of teaching and learning on campus. They hire and evaluate faculty, guide the development of major, minors and other programing secure resources to support institution and facilitate academic campus events. It support teaching staff and keep organizations running smoothly. They focus on student recruitment; fundraising, quality assurance, marketing or communication roles or they may be responsible for financial administration, project management or human resources management. In institutions where infrastructure and amenities are not provided, the efforts to administer were be dissatisfied. Probable outcomes of this kind of situation comprise unruly and disorderly students, non-literate population and unresponsive teaching workforce (Ikegbus, 2014).

It hinders the fulfillment of education objectives. Administration according to (peretomode,2003) limitations and unwise utilization of available limited resources like human, material, finance and so on produce problems to bring about desired change in the students behavior, inadequate low quality teachers , funding to maintain institutions and paying teachers' salaries , lack of accommodation for students, indiscipline behaviors on the part of teachers/students. So administrative staff and leadership styles impact students' success and academic achievement

Table 4. 11 Mean and Standard Deviation Result for Administrative Staffs Elements

Descriptive Statistics			
Administrative Staffs (AS)	N	Mean	Std. Deviation
The administrative staff respond promptly to students inquiries and requests	300	4.5800	.62576
The administrative staff demonstrate a helpful attitude when assisting students	300	4.1800	.66514
The administrative staff create a welcoming and inclusive environment for students and also treat all students with respect and courtesy	300	4.0433	.92247
The administrative staffs are knowledgeable about university policies and procedures and effectively communicates information to students	300	4.4867	.62540
The administrative staff effectively handles administrative tasks	300	4.8433	.39068
Total	300	4.42666	0.64589

Source: Survey Resut, 2024

According on above table, results show the mean values and the values of the standard deviation of the independent variable have been shown. Mean value provides the idea about central tendency of the value of a variable. The number of observations of each variable is 300, and the above table summarizes the level of agreements of the respondents towards the administrative staff on perception of student’s on service quality. Standard deviation measures the dispersion of a given data set. It indicates how close to the average the data is clustered. Thus, the values of standard deviations in the above table indicate the variation of the response of the administrative staff on perception of student’s on service quality.

In general, the overall mean score of the independent variable administrative staff (AS) is 4.43 with standard deviation 0.64589 ; it is within the range of 3.4 and 4.2 under the option of agree. This implies that administrative staff major factor influences the education service quality.

4.5.5. Curriculum Implementation (CI) as a Determinant of Service Quality

Curriculum according to (prat, 1994) is a plan for sustained process of teaching and learning with specific focus on content and the process of teaching and learning.(Prat,1994) further explains that actual teaching and learning is not curriculum, for curriculum refers to plans for instructional acts, not the acts of instruction themselves. According to this view curriculum can be linked to construction blue print. As a blue print is not a building by itself, a curriculum is not actual teaching or learning. According to (Nunan,1988) curriculum encompasses needs analysis, goal identification, objective setting, and material development, learning activities, learning mode, environment and evaluation. (Brady, 1995) defines broadly curriculum as the totality of content, goal, methods, assessment, extracurricular activities learning environment and even hidden curriculum as well as cultures that would entail learning experiences. Teachers deliver instruction and assessment through the use of specified resources provided in a curriculum.

Table 4.12 Mean and Standard Deviation Result for Curriculum Implementation Elements

Descriptive Statistics			
Curriculum Implementation	N	Mean	Std. Deviation
The assessment methods used accurately measure students understanding of the subject matter	300	4.1100	.58226
The curriculum provides opportunities for students engagement and participation	300	2.8500	1.16563
The teaching methods used facilitate a better understanding of the course material	300	3.1600	2.06607
The curriculum promotes critical thinking and problem solving skills	300	2.9433	.98829
The curriculum allows for interdisciplinary learning and skill development	300	3.0667	1.34720
Total	300	3.226	1.22989

Source: Survey Result, 2024

According to the above table, results show the mean values and the values of the standard deviation of the independent variable have been shown. Mean value provides the idea about central tendency

of the value of a variable. The number of observations of each variable is 300, and the above table summarizes the level of agreements of the respondents towards the learning resources on perception of student's on service quality. Standard deviation measures the dispersion of a given data set. It indicates how close to the average the data is clustered. Thus, the values of standard deviations in the above table indicate the variation of the response of the Curriculum Implementation on perception of student's on service quality.

In general, the overall mean score of the independent variable Curriculum Implementation (CI) is 3.22 with standard deviation 1.22989; it is within the range of 2.6 and 3.4 under the option of Neutral. This implies that Curriculum Implementation influences in-between influences the students' service quality.

4. 5. 6. Perception of the respondents about Higher Education Service Quality

Service quality perceptions of academic institutions frequently differ based on the needs of the customer. In the educational setting, the customer can be seen as the potential or existing student. A student learning is strongly linked to their containment in which they find themselves (Osman & Saputra, 2019). The effective teaching is multi-dimensional and no single criteria are sufficient in itself. Several university characteristics can help to explain the perceived quality among students, like competent teaching, the availability of staff for students' consultation, library services, computer facilities, recreational activities, class sizes, level and difficulty of the subject content, and students work load, (Adee,1997). However, there is a considerable debate about the best way to define service quality in higher education institution Becket and Brookes (2006). Service quality literature suggest the importance for education institutions to monitor the quality of the services they provide in order to commit themselves service quality in higher education to continuous improvements. It is pointed out that the "education quality is a rather vague and controversial concept" (Cheng & Tam, 1997). For instance, a student may consider a certain class, curriculum, or university to be of high quality, while another may regard the same experience to be ordinary Quinn et al, (2009). To further complicate matters, industry-based quality measurements and procedures often focus on student. Student learning is influenced more by their perception on the learning context than by the learning context itself (Trautwein & bosse, 2017).

Table 4.13 Mean and Standard Deviation Result for Higher Education Service Quality Elements

Descriptive Statistics			
Higher Education Service Quality	N	Mean	Std. Deviation
The university maintains clean and well maintained facilities for student use	300	3.0367	.84322
The university provides adequate technological resources to support learning	300	3.5267	1.01294
The university encourages and supports student participation in research or projects	300	3.5467	.85063
The university fosters a culture of respect and inclusivity among students	300	3.3567	1.12858
The university provides opportunity for students to engage in community service or outreach programs	300	3.3967	.96041
Total	300	3.3727	0.959156

Source: Survey Result, 2024

According to the above table, results show the mean values and the values of the standard deviation of the independent variable have been shown. Mean value provides the idea about central tendency of the value of a variable. The number of observations of each variable is 300, and the above table summarizes the level of agreements of the respondents towards the learning resources on perception of student’s on service quality. Standard deviation measures the dispersion of a given data set. It indicates how close to the average the data is clustered. Thus, the values of standard deviations in the above table indicate the variation of the response of perception of student’s on service quality.

In general, the overall mean score of the independent variable service quality (SQ) is 3.3727 with standard deviation 0.959156; it is within the range of 2.6 and 3.4 under the option of Neutral. This implies that service quality influences in-between influences the education service quality.

4.6 Inferential Statistics

Inferential Statistics is concerned with the various tests of significance for testing hypothesis in order to determine what validity data can be said to conclusions. It is also concerned with the estimation of population values. It is also on the base of inferential analysis that the task of interpretation (i.e., the task of drawing inferences and conclusion) was performed.

Pearson's Correlation and Multiple Linear Regressions are the main inferential statistical methods employed in this study to analyze the relationships between the dependent variable i.e., Service Quality and Independent Variable i.e., Learning Resources, Teachers' Quality, Administrative Staff, Infrastructures, Curriculum implementation.

4.6.1. Coefficient of Correlation Analysis

In this thesis, the researcher uses Karl Pearson's coefficient of correlation or simple correlation because it is the most widely used method of measuring the degree of relationship between two variables. This coefficient assumes that there is linear relationship between two variables. Moreover, the two variables are casually related which means that one of the variables is independent and the other one is dependent; and a large number of independent causes are operating in both variables so as to produce a normal distribution (Kothari, 2004). The value of correlation always should be between -1 and +1. The value of -1 indicates perfect negative correlation between the dependent variable (SQ) and Independent variables (Learning Resources, Teachers' Quality, Administrative Staff, Infrastructures, Curriculum), value 0 indicates no correlation between dependent and independent variables and finally +1 for correlation indicates perfect positive relationship between dependent and independent variables.

This correlation procedure has been subject to two tailed tests of statistically significant at two different levels, highly significant ($p < 0.01$) and significant ($p < 0.05$). Therefore, to know the strength and type of correlation between variables, the following table is set as rule of thumb for discussion of this thesis.

Table 4.14: Rule of Thumb for about the Strength of correlation of coefficients

Range of Coefficient	Description of Strength
± 0.81 to ± 1.00	Very Strong
± 0.61 to ± 0.80	Strong
± 0.41 to ± 0.60	Moderate
± 0.21 to ± 0.40	Weak
± 0.00 to ± 0.20	None

Source: Bhattacharjee, 2012.

Therefore, using the above table 4.14 and SPSS output of the survey, the below results of the dependent and independent variables is going to be discussed in detail basis.

Table: 4.15 Results Showing Correlation Analysis

Correlations

		SQ	LR	InFs	TQ	AS	CI
SQ	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	300					
LR	Pearson Correlation	.812**	1				
	Sig. (2-tailed)	.000					
	N	300	300				
InFs	Pearson Correlation	.537**	.520**	1			
	Sig. (2-tailed)	.000	.000				
	N	300	300	300			
TQ	Pearson Correlation	.739**	.486**	.330**	1		
	Sig. (2-tailed)	.000	.001	.000			
	N	300	300	300	300		
AS	Pearson Correlation	.710**	.354**	.444**	.487**	1	
	Sig. (2-tailed)	.000	.000	.000	.001		
	N	300	300	300	300	300	
CI	Pearson Correlation	.817**	.679**	.598**	.458**	.755**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	300	300	300	300	300	300

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

Source: Own survey Result, 2024

✚ The Relationship between Learning Resources and Services Quality

In the above table 4.15 analysis of data collected from 300 sample respondents showed that, Pearson correlation coefficient of (0.812) which is significant at the $p < 0.01$. service quality and the independent variable Learning Resources is positively correlated (0.812), the correlation is strong. The correlation implies that LR has a positive and strong relationship with Service Quality ($r = 0.812$, $P < 0.01$).

✚ The Relationship between Education Infrastructure and Service Quality

In the above table 4.15 analysis of data collected from 300 sample respondents showed that, Pearson correlation coefficient of (0.537) which is significant at the $p < 0.01$. Service quality and the independent variable Infrastructure is positively correlated (0.537), the correlation is moderate. The correlation implies that Infrastructure has a positive and strong relationship with Service Quality ($r = 0.537$, $P < 0.01$).

✚ The Relationship between Teachers' Quality and Service Quality

In the above table 4.15 analysis of data collected from 300 sample respondents showed that, Pearson correlation coefficient of (0.739) which is significant at the $p < 0.01$. And the Education service quality and the independent variable Teachers' Quality is positively correlated (0.739), the correlation is strong. The correlation implies that TQ has a positive and strong relationship with Service Quality ($r = 0.739$, $P < 0.01$).

✚ The Relationship between Administrative Staff and Service Quality

In the above table 4.15 analysis of data collected from 300 sample respondents showed that, Pearson correlation coefficient of (0.710) which is significant as the $p < 0.01$. Service quality and the independent variable Administrative Staff is positively correlated (0.710), the correlation is strong. The correlation implies that AS has a positive and strong relationship with Service Quality ($r = 0.710$, $P < 0.01$).

✚ The Relationship between Curriculum Implementation and Service Quality

In the above table 4.15 analysis of data collected from 300 sample respondents showed that, Pearson correlation coefficient of (0.817) which is significant at the $p < 0.01$. service quality and the independent variable Curriculum Implementation is positively correlated (0.817), the correlation is

strong. The correlation implies that CI has a positive and strong relationship with Service Quality ($r=0.817$, $P<0.01$).

4.7 Multiple Linear Regression Analysis

For the purpose of determining the extent to which the explanatory variables explain the variance in the explained variable, regression analysis was employed. Also with a regression analysis can be determined whether the independent variables explain a significant in the dependent variable, including whether a relationship exists. The results of such analysis are narrated below. When there are two or more than two independent variables, the analysis concerning relationship as known as multiple correlations and the equations describing such relationship as the multiple regression equation (Kothari, 2004).

4.7.1 Assumption-1 Normality Test

The normality plot of this study must fit with the assumption. The common test for normality is to run descriptive statistics to get skewness and kurtosis. According to (Hair, et al., 1998) skewness and kurtosis should be within the range of +2 to -2 when the data are normally distributed.

Positive kurtosis values suggest that the data points gathered in center with long thin tails. Kurtosis values below zero suggest the distribution of data point is relatively flat (Shukla, 2009). In small samples, values greater or lesser than 1.96 are sufficient to establish normality of the data. However, in large samples (200 or more) with small standard errors, this criterion should be changed to ± 2.58 and in very large samples no criterion should be applied that is, significance tests of skewness and kurtosis should not be used (Ghasemi, 2012).

Normality analysis for five variables was conducted with SPSS Version 23.0. As a result, the skewness of all the five variables in the study were found within the range of ± 1 whereas kurtosis for the variables. LR, InFs, TQ, AS, CI and SQ fall under ± 1 . Hence the inputs data are nearly normal distributed with large sample size of 300 and fulfilled the assumption of normality.

Table: 4.16 Normality Test Descriptive Statistics

Descriptive Statistics

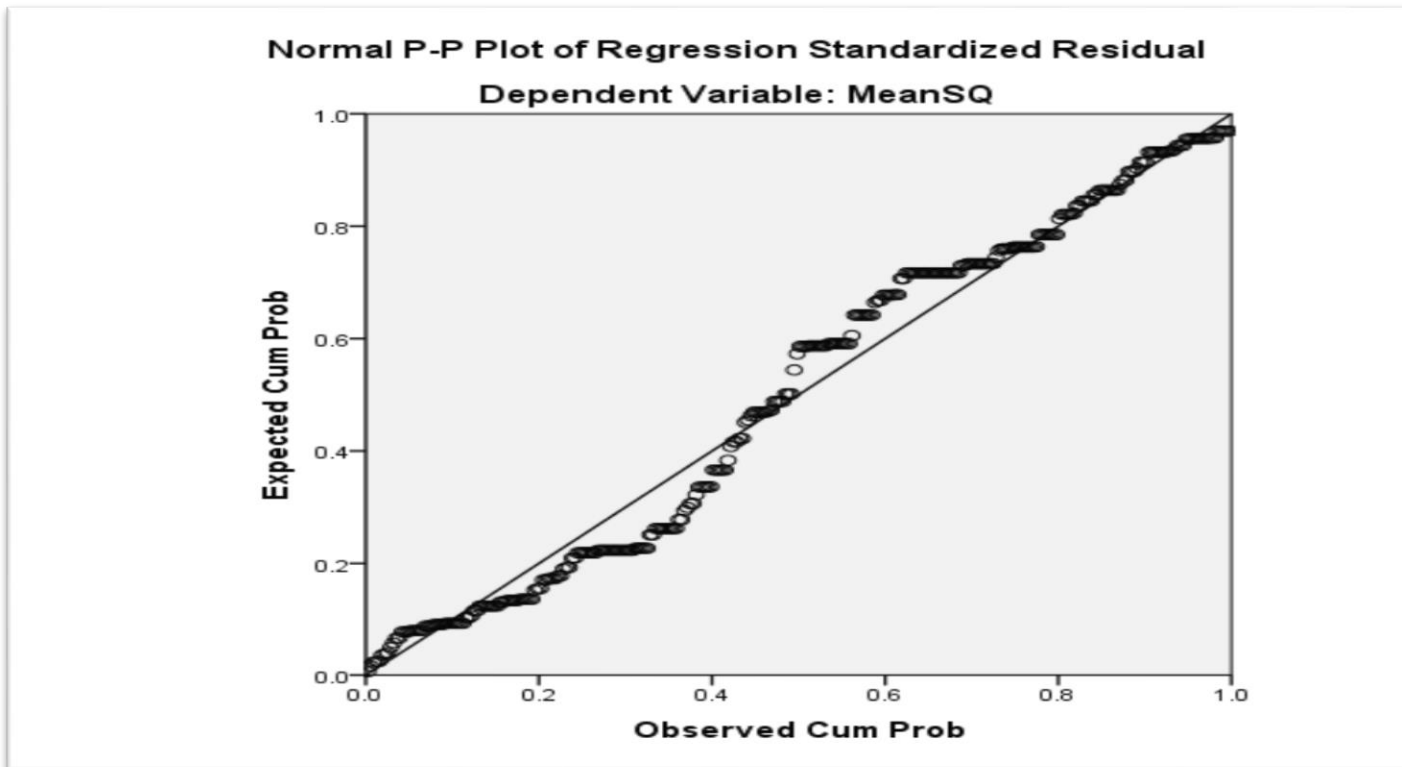
	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
SQ	300	3.3089	.29387	.752	.141	.278	.281
LR	300	3.4511	.38484	.823	.141	-.067	.281
InFs	300	3.8210	.31031	-.245	.141	.159	.281
TQ	300	2.9056	.43658	.713	.141	-.373	.281
AS	300	3.2033	.36920	.197	.141	.297	.281
CI	300	3.2563	.24150	-.151	.141	-.648	.281
Valid N (listwise)	300						

Source: Own Survey Result, 2024

Assumption-2 Linearity Test

Service Quality (dependent variable) is assumed to be linearly related with independent variables i.e, Learning Resources, Teachers’ Quality, Administrative Staff, Infrastructures, & Curriculum implementation. Both dependent variable and independent variables has a linear relationship. The points in the linear relationship graph below had shown symmetrically distributed around a diagonal line, with a roughly constant variance. Service Quality is assumed to be impacted with changes in determinants of Service Quality variables (the independent variables) linearly.

Figure: 4. 1 Linearity Test

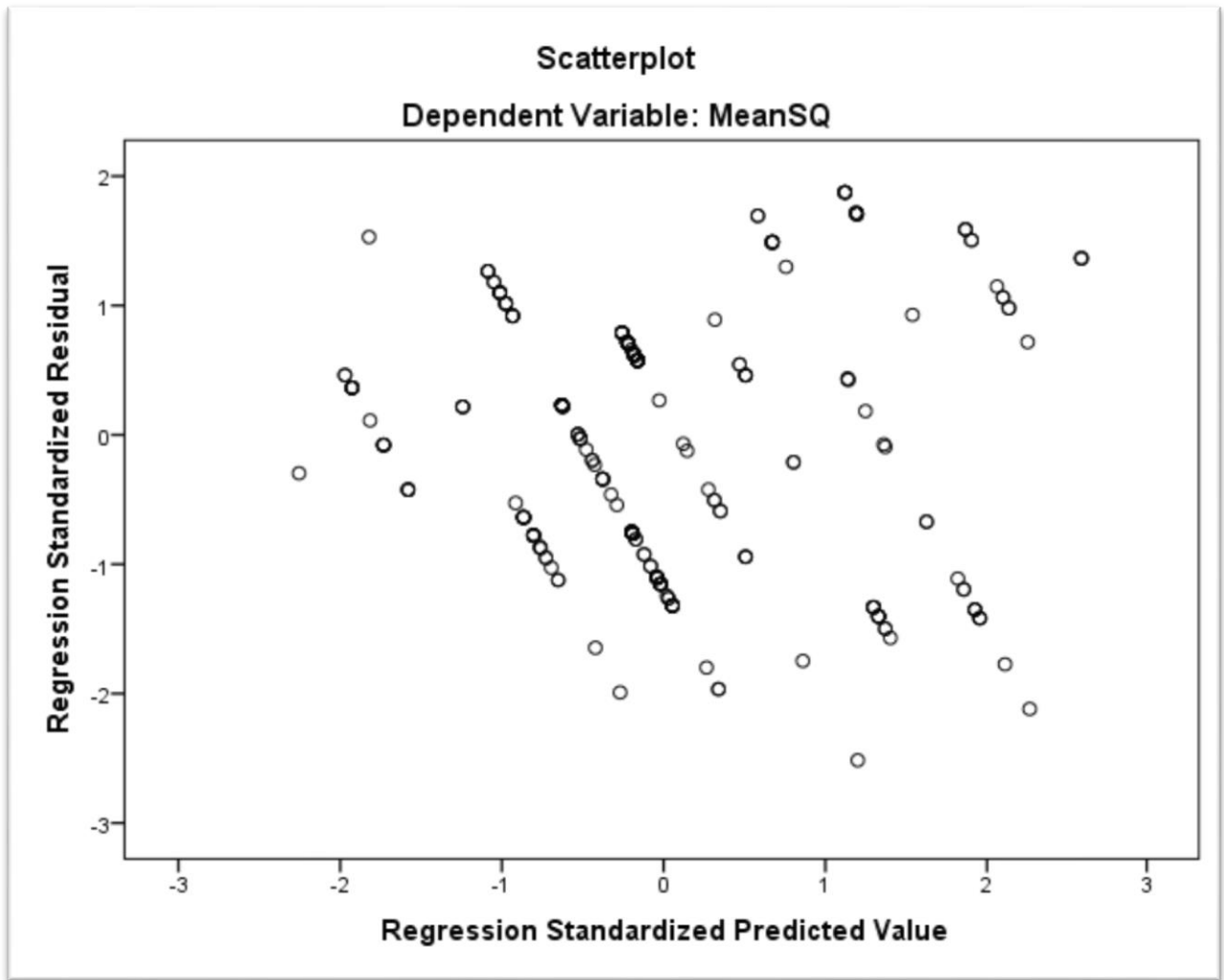


Source: Own Survey Result, 2024

Assumption-3 Homoscedasticity (equal variance) Test

Homoscedasticity refers to the assumption that the dependent variable exhibits likely amounts of variance across the range of values for an independent variable. The variability in scores for independent variables should be similar at all values of the dependent variable. The scatter plot should show a fairly even rectangular shape along its length. There should be homoscedasticity before running multiple regression analysis, this means that the residuals (the differences between the values of the observed and predicted dependent variable) are normally distributed, and that the residuals have constant variance (Burns & Burns, 2008). If the assumption of homoscedasticity is violated (i.e. there is heteroscedasticity). The graph has demonstrated homoscedasticity of the study.

Figure: 4. 2 Linearity Test



Source: Own Survey Result, 2024

Assumption-4 Multicollinearity Test

The last assumption for multiple regressions is the Multi-collinearity Test. It is the indication for a linear relationship between the independent variables (Gujarati, 2004).

Multi-Collinearity can be controlled by two ways: Tolerance Values and Values of Variance Inflation Factor (VIF). Any variable with tolerance below 0.10 or VIF with a value above 10 would have an indicative of the Multi-Collinearity Problem. The tolerance is calculated with an initial linear regression analysis. Tolerance is defined as $T=1-R$ square for the first step regression

analysis. With $T < 0.1$ there might be Multicollinearity problem in the data. And the variance inflation factor of the linear regression model is defined as $VIF = 1/T$. Similarly, with $VIF > 10$, there is that multicollinearity problem exists. According to table 4.27, the present study reveals that the value of tolerance is more than 0.1 and the value of VIF is less than 10, this indicates the fitness of the model in explaining the determinants of Service Quality.

Table: 4.17 Results of multi-collinearity statistic test

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	LR	.410	2.438
	InFs	.603	1.659
	TQ	.647	1.546
	AS	.330	3.033
	CI	.163	6.154

a. Dependent Variable: SQ

Source: Own Survey SPSS Finding, 2024

Generally, the study discussed four major assumptions that must be fulfilled for one to analyze data using multiple linear regression models. So, the four assumptions were not violated, the researcher examined the data collected by schedule using multiple regression models as follow:

Table: 4.18 Results showing Regression Analysis

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.916 ^a	.839	.837	.11874

a. Predictors: (Constant), CI, TQ, InFs, LR, AS

b. Dependent Variable: SQ

From the model summary in table 4.18, the value ($R=.916$) is the multiple correlation coefficient between independent variables i.e., Learning Resources, Teaching Quality, Administrative Staff, Infrastructures, Curriculum and a dependent variable Service Quality.

The value of R square is a measure of how much variability in the outcome is accounted for by the independent variables. The result shows that a value of R square is .839 which implies that 83.9% variation was caused by the considered independent variables. The 0.839 R square value means that the total variation in the dependent variable is explained or caused by 83.9% of change in all independent variables: Learning Resources, Teaching Quality, Administrative Staff, Infrastructures & Curriculum. In other words, 17.1% of the variation in overall determinants of Service Quality cannot be explained by these five independent variables. Positivity and significance of all values show that the model summary is also significant and therefore it gives logical support to the study model.

The value of adjusted R square is 0.837. It gives some idea of how well the model generalizes and ideally one would like its value to be the same, or very close to, the value of square. In the present study, the difference between the values of R square and the adjusted R square is $0.839-0.837 = 0.002$ or 0.2%. This shrinkage means that if the model was derived from the population rather than from the sample, it would account for approximately 0.2% less variance.

The standard error of the estimate is a measure of the variability of the multiple correlations. Therefore, as shown in the model summary for the regression analysis table above, the standard error of the estimate of this model is 0.11874. This implies that the variability of the multiple correlations is as much as this numeral.

Positive and significance of all values from independent variables shows that model summary is also significant and therefore gives logical support to the present study model. The model is statistically significant or the p-value for the model is less than or equal to 0.050. This means the fitness of the model is explaining determinants of Service Quality.

4.9.2. Analysis of Variance (ANOVA)

Table: 4.19 Results showing analysis of variance (ANOVA) of Regression Analysis

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	21.675	5	4.335	307.459	.000 ^b
	Residual	4.145	294	.014		
	Total	25.821	299			

a. Dependent Variable: SQ

b. Predictors: (Constant), CI, TQ, InFs, LR, AS

Source: Own Survey Result, 2024

As depicted on the table 4.19 the ANOVA tells us whether the model, overall, results in a significantly good degree of prediction of the outcome variable (Field, 2005). According to above table, shows analysis of variance (ANOVA) of regression analysis between Independent variable and Dependent variables SQ were examined.

In the above ANOVA table, the column labeled “Sum of Squares” describes the variability in the SQ value of the regression. The regression sum squares is the difference between total sum of squares and Residual sum of squares ($TSS-RSS= 25.821-4.145=21.675$). Here, each sum of squares (i.e., Regression, Residual, and the total under the source column) has a corresponding degree of freedom (DF) associated with it. Total degree of freedom from the above table is 5, which is the number of independent variables. The residual sum of square (residual for left over), It has sometimes known as the literature as error sum of squares is that part still cannot be accounted for after the regression model is fitted. It has 299 degrees of freedom ($300-1 =299$) for this paper. The mean squares are the sums of squares divided by the corresponding degree of freedom. The regression model has a mean square of 4.335or ($25.821/5=4.335$), and the residual’s mean square is 0.14 or ($4.145/299$).

In general, the above ANOVA table shows a strong relationship between the dependent and independent variables of the study with F-Statistic or F-ratio of 307.459 for the overall analysis, and is worth-mentioning that the F-Value is highly significant (as $P = 0.000 <0.050$).

4.9.3. Coefficients of Regression Analysis

Table: 4.20: Results showing coefficient of regression analysis

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.057	1.293		.817	.004
	LR	.412	.083	.298	4.945	.000
	InFs	.299	.062	.282	4.801	.000
	TQ	.564	.067	.285	8.465	.000
	AS	.192	.040	.174	4.755	.000
	CI	.194	.031	.214	6.245	.000

a. Dependent Variable: SQ

Source: Own Survey Result, 2024

According to above table, 4.19 coefficient of regression shown between independent variables, Learning Resources, Teachers' Quality, Administrative Staff, Infrastructures, Curriculum and dependent variable Service Quality.

The beta values tell that degree each independent variable affects the outcome if the effects of all other predictors are held constant.

Each of the beta values has an associated standard error indicating to what extent these values would vary across different samples, and these standard errors are used to determine whether or not beta value differ significantly from zero. The t-test associated with b-value is significant (if the value in the column labeled significant is less 0.05) then the predictor is making significant contribution to the model. The smaller the value of the sign (The larger the value of t) the greater contribution of that predictor, For this model, Learning Resources ($t(300) = 4.945$, $p < 0.05$), Infrastructures ($t(300) = 4.945$, $p < 0.05$), Teachers' Quality ($t(300) = 8.465$), Administrative Staff($t(300) = 4.755$), $p < 0.05$, Curriculum ($t(300) = 6.245$), $p < 0.05$.

Beta Coefficient

To compare the different variables, it is important that you look at the standardized coefficients, not the unstandardized ones. “Standardized” means that these values for each of the different variables have been converted to the same scale so that you can compare them. If you were interested in constructing a regression equation, you would use the unstandardized coefficient values listed at B.

Unstandardized Beta Coefficient

By recalling the model specifications of the variables from the methodology part, it was said that, the unstandardized coefficient (β) are the coefficients of the estimated regression model. Hence, the model of Service Quality can be written by including error term E, in the below from.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \epsilon$$

The left-hand variable, Y, represents the dependent variable (SQ) in the model, which is Learning Resources, Teachers’ Quality, Administrative Staff, Infrastructures, Curriculum implementation. X contains the set of explanatory variables in the estimation model, β_0 is the constant, β represents the coefficients and ϵ is the error term.

Therefore, the model for the multiple regressions, built in line with the hypotheses of the study, is given as follows:

$$SQ = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \epsilon$$

Where $= \beta_0 + \beta_1$ (Learning Resources) + β_2 (Teaching Quality) + β_3 (Administrative Staff) + β_4 (Infrastructures) + β_5 (Curriculum)) + ϵ

$$Y = 1.057 + 0.412X_1 + 0.564X_2 + 0.192X_3 + 0.299X_4 + 0.194X_5 + 0.293$$

$$SQ = 1.057 + 0.412*LR + 0.564*TQ + 0.192*AS + 0.299*InFs + 0.194*CI + 0.293$$

Interpretation:

Keeping all other variables constant: for every one-unit increment on Learning Resources(LR) of University, the percentage Education Service Quality Increases by 41.2%, for every one-unit increment on Teaching Quality (TQ) of University, the Education Service Quality Increases by

56.4%, for every one-unit increment on Administrative Staff (AS) of University, the percentage of Education Service Quality Increases by 19.2%, for every one-unit increment on Infrastructures (InFs) of University, the percentage of Education Service Quality Increases by 29.9%, for every one-unit increment on Curriculum Implementation (CI) of University, the percentage of Education Service Quality Increases by 19.4%.

Form the regression equation, the constant value $\beta=1.057$ implies that, if the independent variables aforementioned in this study are kept constant as key exist or make them unavailable, the Perception of Education Service Quality of University would be less.

Interview questions

1. What are the common challenges or areas of improvement you have noticed in the services offered to you?

The areas of improvement noticed are better maintenance of facilities concerning infrastructure especially in dormitory and also when it comes to administrative staff improved communication and responsiveness regarding student concerns.

2. How do you perceive the communications channels between the university administration and students regarding service related matter?

The communication channels between university administration and students regarding service related matter vary. However more transparent communication through student forums can enhance understanding and address students concerns effectively. But regular updates on service related issues are scarce as perceived.

3. Can you share an instance where the university services positively impacted a students' academic or personal growth.

Yes. University services positively impacted students' academic or personal growth as well as professional life. Specifically concerning teaching quality the implementation of tutoring programs helps struggling students better understand the course and provide additional support and assistance to students who may need it.

4. How would you describe the overall student experience regarding services provided by the university

Our perception regarding with services provided by campus is recently not so good. Because of some inadequate services like easy internet access, cafeteria or the food service and some dormitories are not satisfactory.

4.10 Hypothesis testing and discussion

An attempt was made in line to the analysis given above as the study proposed the hypotheses to be tested.

Learning Resources and Perception of Service Quality

Hypothesis One: A Learning Resources (LR) has a significant impact on perception of Education Service Quality. Learning Resources has a positive and significant influence on Perception of Service Quality.

The results reveal that Perception of Service Quality is significantly predicted by ($\beta = 0.412$, $t=4.945$, $p<0.05$), supporting. The value of the coefficient of Learning Resources was also found to be 0.412 which means that, Perception of Service Quality, Learning Resources will be able to prefer 41.2 % of Perception of Service Quality other factors remaining constant. Therefore, Ha1 is supported.

Teachers Quality and Perception of Service Quality

Hypothesis Two: Teachers' Quality (TQ) has a significant influence on Perception of Service Quality. Teachers' Quality has a positive and significant influence on Perception of Service Quality. The results show that Service Quality is significantly predicted by ($\beta = 0.564$, $t=8.465$, $p<0.05$), supporting. The value of the coefficient of Teachers' Quality was also found to be 0.564, which mean that, Teachers' Quality, will be able to prefer 56.4% of Service Quality other factors remaining constant. Therefore, Ha2 is supported.

Administrative Staff and Perception of Service Quality

Hypothesis Three: Administrative Staff (AS) has a significant influence on Perception of Service Quality. Administrative Staff has a positive and significant influence on Perception of Service Quality. The results expose that Service Quality is significantly predicted by ($\beta = 0.192$, $t = 4.755$, $p < 0.05$), supporting. The value of the coefficient of Administrative Staff was also found to be 0.192 which means that, the Administrative Staff will be able to prefer 19.2% of their Service Quality other factors remaining constant. Therefore, Ha3 is supported.

Infrastructures and Perception of Service Quality

Hypothesis Four: Infrastructures (InFs) has a significant influence on Service Quality.

Hypothesis Four states that there is a positive relationship between Infrastructures and Service Quality. The hypothesis is supported by the data because the value of Infrastructures contribution is ($\beta = 0.299$, $t = 4.801$, $p < 0.05$). Therefore the postulated hypothesis can be supported according to the data. Therefore, it can be concluded that there is a positive relationship between Infrastructures and Service Quality. Therefore, Ha4 is supported.

Curriculum Implementation and Perception of Service Quality

Hypothesis Five: Curriculum Implementation (CI) has a significant impact on Perception of Service Quality. Curriculum Implementation has a positive and significant influence on Perception of Service Quality. The results reveal that Perception of Service Quality is significantly predicted by ($\beta = 0.194$, $t = 6.245$, $p < 0.05$), supporting. The value of the coefficient of Curriculum Implementation was also found to be 0.194 which means that, Curriculum Implementation will be able to prefer 19.4% of Service Quality other factors remaining constant. Therefore, Ha5 is supported.

Validating the proposed Hypothesis

Table: 4.21 Hypothesis Testing Based on Multiple Regressions Analysis Result

Hypothesis	Result	Reason
Ha1: A Learning Resources has a significant influence on Perception of Service Quality	<i>Supported</i>	($\beta = 0.412$, $p < 0.05$)
Ha2: Teaching Quality has a significant influence on Perception of Service Quality	<i>Supported</i>	($\beta = 0.564$, $p < 0.05$)
Ha3: Administrative Staff has a significant influence on Perception of Service Quality	<i>Supported</i>	($\beta = 0.192$, $p < 0.05$)
Ha4: Infrastructures has a significant influence on Perception of Service Quality	<i>Supported</i>	($\beta = 0.299$, $p < 0.05$)
Ha5: Curriculum Implementation has a significant influence on Perception of Service Quality	<i>Supported</i>	($\beta = 0.194$, $p < 0.05$)

CHAPTER FIVE

5. SUMMARY OF FINDING, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents summary of findings, conclusions and recommendations obtained from the analysis and interpretations made at the pervious chapter and also limitations and suggestions for further research are forwarded.

5.2. Summary of Findings

The researcher has come up with the following findings.

Since it's initial, in this study the researcher were set the major aim to examine factors affecting students' perception on service quality in higher education. The specific objectives were also established to examine students' perception on service quality in higher education. In addition, the researcher also tried to answer the five research questions which stated as part of the introduction. For this matter, five hypotheses were formulated in line with research questions. As a result of that the data were collected through five Likert-scale questionnaires and the overall fit of the model was tested using the model summary and ANOVA table. Hence the major quantitative findings were undertaken as follow:

The demographic result of the study indicates that 52% respondents were male and there remaining 48 % were females. Regarding the respondents` age category, majority 43.3% respondents are between the ages of 21-24 years that shows they are very youngster. The next higher groups of 33.7% respondents were within the age of 19 up to 20 years. With the year of stay, majority portion of the respondents are forth year (64%).

The overall mean for the LR, TQ, AS, InFs and CI has value of 3.97, 3.86, 42.42, 4.11, and 3.22 respectively. The dependent variable Perception of Education Service Quality (SQ) overall mean value is 3.37. The overall standard deviation result for the LR, TQ, AS, InFs and CI has value of .73, .78, .64, .61, and 1.22 respectively. The dependent variable Perception of Service Quality overall standard deviation value is 0.954.

The Pearson correlation coefficient was computed for the purpose of determining the relationship between the independent variables i.e., Learning Resources, Teachers' Quality,

Administrative Staff, Infrastructures and Curriculum Implementation and the dependent variable of Students' Perception on Service Quality. There was a positive and statistically significant relationship between the variables mentioned above. Accordingly the Pearson correlation result $r=0.812$, $r=0.739$, $r=0.716$, $r=0.537$, and $r=0.817$ respectively.

According to the regression model summary, the result shows that a value of R square is .839 which implies that 83.9% variation was caused by the considered independent variables. The 0.839 R square value means that total variation in the dependent variable is explained or caused by 83.9% of change in all independent variables: Learning Resources, Teaching Quality, Administrative Staff, Infrastructures and Curriculum Implementation. In other words, 17.1% of the variation in overall determinants of Students' Perception on Service Quality cannot be explained by these five independent variables. Positivity and significance of all values show that the model summary is also significant and therefore it gives logical support to the study model.

The above ANOVA table shows that the multiple regression model itself is statistically significant or not significant. Accordingly, it is found that the model is statistically significant when the dependent and independent variables of the study with F-Statistic or F-ratio of 307.459s for the overall analysis, and is worth-mentioning that the F-Value is highly significant (at $P = 0.000$, <0.05). Therefore, the overall equation is found to be statistically significant.

Regarding multiple linear regression analysis per-model fitting assumptions i.e., Normality, Linearity, Homoscedasticity (equal variance) and Multi-Collinearity were tested and met multiple regressions assumptions accordingly.

The multiple linear regression analysis indicated those factors Learning Resources, Teachers' Quality, Administrative Staff, Infrastructures and Curriculum Implementation with Beta value 0.412, 0.564, 0.192, 0.299, and 0.194 with significant value .004, .000, .000, .000 and .000 respectively all significant values are $p<.050$.

As far as the relative effects of on an individual component of independent variables on dependent variable (SQ) is concerned, the result of multiple linear regression coefficient shows that Teachers' Quality have the highest beta value which indicates the most dominant effect on Perception of Service Quality followed by Learning Resources, Infrastructure, Curriculum Implementation and

Administrative Staff with a beta values of ($\beta=0.564$, $\beta=0.412$, $\beta=0.299$, $\beta=0.194$ and $\beta=0.192$) respectively.

5.3. Conclusions

This study was designed and carried out in order to examine factors affecting students' perception on service quality in higher education A case of Hawassa University. According to the study findings suggests, that from all factors identified in the study: Teachers' Quality, Learning Resources, Infrastructure, Curriculum Implementation and Administrative Staff were found critical factors and significant relationship with Student Perception of Service Quality.

Therefore, based on study findings and analysis the following important conclusions are drawn.

On Learning Resources: The study concluded that there is a positive and significant relationship between Learning Resources and Students Perception of Service Quality. The university investment on maintaining and updating learning resource, relevancy of learning resources being up-to-date, communication of problem with shortage of learning resources significantly influences Students Perception Education Service Quality.

On Teachers' Quality: Next to Learning Resources, the study concluded that Teaching Quality shown significant and positive relationship with Students Perception of Service Quality. The Course objectives, communication, Instructors encouragement for students engagement, teaching methods, Instructors being approachable and available for academic support significantly influences Students Perception of Service Quality.

On Administrative Staff: Finding results indicate that Administrative Staff is very important in securing service quality. The study concluded that Administrative Staff showed significant and positive relationship with Students Perception of Service Quality.

On Infrastructure: Infrastructure has positive and significant relationship with Students Perception of Service Quality.

On Curriculum Implementation: The study infer that there is a positive and significant relationship between Curriculum Implementation and Students Perception of Service Quality. The curriculum allows for interdisciplinary learning and skill development, it promotes critical thinking

and problem solving skills, it facilitate a better understanding of the course materials, it provides opportunities for students engagement and participation.

5.4. Recommendations

This study factors affecting Students Perception on Service Quality. Depending on the findings of the study conclusions are made, the following possible recommendations were forwarded for the concerned body of the study and that can be used to influence Students Perception of Service Quality.

The study indicates Learning Resources has significant effect on Service Quality. There are many events, The University's investment on maintaining and updating learning resource, relevancy of learning resources, communicating about shortage of resources affect students perception of service quality. Therefore researcher recommended that Learning Resources should be provided well to secure service quality.

The study also revealed that Teachers' Quality is the one of the determinants of Service Quality in higher education institution and it has also a positive and significant relationship with students' perception. The following recommendations are forwarded for this variable. The teachers' are advised to effectively commute about Course objectives; Instructors should encourage student engagement in class, well design teaching methods, instructors are advised to be supportive in addressing students learning needs, instructors should be approachable and available for academic support whenever needed.

The Administrative Staff is an essential element to provide service quality in higher education institution. Staff should effectively handle administrative tasks like registration; documentation etc. and also staffs are advised to respond promptly to students inquiries and requests, Treat all students with respect and courtesy to insure service quality, administrative staff should also create a welcoming and inclusive environment for students and also should be knowledgeable about university's policies and procedures and effectively communicate information to students'

When it comes to infrastructures' the study exposed that Infrastructures are one of the variables that determine service quality in higher Education. It has also a positive and significant relationship students' perception of service Quality. The following recommendations are forwarded on

Infrastructure. Accessibility of computer labs and internet service, maintenance of classroom, equipment and furniture, convenience of cafeteria services and food quality, the availability of recreational facilities (sport fields, lounges), the availability of health care center, the availability and conditions of restroom, dormitory, water and electricity is critical to service quality so the institution is advised to make sure all this are available adequately and also maintain in order to meet standard.

Curriculum Implementation: the study shows that Curriculum Implementation is one of the variables that determine Service quality. The following recommendations are forwarded on the Curriculum Implementation. The curriculum should allow for interdisciplinary learning and skill development, it should promotes critical thinking and problem solving skills, it should facilitate a better understanding of the course materials, it should provide opportunities for students engagement and participation.

5.5 Recommendations for further study

1. Further studies need to be conducted in more universities, in Ethiopia and on undergraduate and postgraduate (Masters and PhD) students not only in the regular but also in other modalities such as distance, summer, and continuing education programs.
2. Further exploratory, qualitative, and empirical research on perception of service quality and Other variables like price (economic factors) reputation and loyalty may be of importance.

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APPENDIX
HAWASSA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF MANAGEMENT

Dear respondents,

I am currently student at Hawassa university undertaking a research entitled “**Assessing students perception on service quality in higher education institution: A case of Hawassa university**” for partial fulfillment of the degree of masters of business administration in marketing management at Hawassa university. The purpose of this questionnaire is to collect primary data for the study in this regard i kindly ask you to provide me with reliable information to the best of your knowledge and experience, so that the findings from the study would meet the intended purpose. I strongly assure you of confidentiality of the information you give me, and would like to extend my deepest gratitude in advance for being volunteer to devote your valuable time in filling this questionnaire

INSTRUCTIONS

- ❖ No need to write your name
- ❖ Please tick (√) in the appropriate box

Section A- general information

1. Gender

A. Male

B. Female

2. Age

A. 19-20

B. 21-24years

C. 25-27years

D. >27years

3. Year of study

4. Field of study

Section B – Perception on service quality

Instruction: this section deals with your perception on service quality delivered to you by Hawassa university please rate your perceptions on the below on a scale of 1-5

Whereby 1= strongly disagree and 5= strongly agree by marking (√)

1. Learning Resources (LR)

Terms		Agreement scale				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		(1)	(2)	(3)	(4)	(5)
1	The university invests sufficiently in maintaining and updating learning resources					
2	The learning resources are easily accessible					
3	The learning resources are up-to-date and relevant to your studies					
4	The university communicates any problem with shortage of learning resources and fixes it.					
5	The learning resources effectively support research and academic projects.					

2. Infrastructure (InFs)

Terms		Agreement scale				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		(1)	(2)	(3)	(4)	(5)
1	The accessibility of computer labs and internet service is satisfactory					
2	The maintenance of classroom, equipment and furniture is well-maintained					
3	The availability of recreational facilities (sport fields, lounges etc.) meets the standards					
4	The convenience of cafeteria services and food quality is satisfactory					
5	The availability and condition of restroom, dormitory and health care facilities meet my expectation					

3. Teachers' Quality (TQ)

Terms		Agreement scale				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		(1)	(2)	(3)	(4)	(5)
1	The course objectives are clearly communicated by instructors					
2	Instructors encourage student engagement and participation in class					

3	Instructors are supportive in addressing students learning needs					
4	Teaching methods are very effective					
5	Instructors are approachable and available for academic support whenever needed					

3. Administrative Staff (AS)

		Agreement scale				
	Terms	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		(1)	(2)	(3)	(4)	(5)
1	The administrative staff respond promptly to students inquiries and requests					
2	The administrative staff demonstrate a helpful attitude when assisting students					
3	The administrative staff create a welcoming and inclusive environment for students and also treat all students with respect and courtesy					
4	The administrative staffs are knowledgeable about university policies and procedures and effectively communicates information to students					
5	The administrative staff efficiently handles administrative tasks (registration, documentation etc.)					

4. Curriculum Implementation (CI)

Terms		Agreement scale				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		(1)	(2)	(3)	(4)	(5)
1	The assessment methods used accurately measure students understanding of the subject matter					
2	The curriculum provides opportunities for students engagement and participation					
3	The teaching methods used facilitate a better understanding of the course material					
4	The curriculum promotes critical thinking and problem solving skills					
5	The curriculum allows for interdisciplinary learning and skill development					

Service Quality (SQ)

Terms		Agreement scale				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		(1)	(2)	(3)	(4)	(5)
1	The university maintains clean and well maintained facilities for student use					
2	The university provides adequate technological resources to support learning					
3	The university encourages and supports student participation in research or projects					

4	The university fosters a culture of respect and inclusivity among students					
5	The university provides opportunity for students to engage in community service or outreach programs					

Interview questions

1. What are the common challenges or areas of improvement you have noticed in the services offered to students?
2. How do you perceive the communications channels between the university administration and students regarding service related matter?
3. Can you share an instance where the university services positively impacted a students' academic or personal growth?
4. How would you describe the overall student experience regarding services provided by the university?