

Chapter 68

The Determinant of Student Satisfaction in Academic and Administrative Services in Private Universities


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ABSTRACT

Students are the primary stakeholders of the university, so the article evaluated the factors that influence student satisfaction in the university. The study employed descriptive statistics and one sample t-test was used to analyse the data. Reliability test was also done using Cronbach's Alpha and Kaiser-Meyer-Olkin Measure (KMO) of Sampling Adequacy and Bartlett's Test of Sphericity. A quantitative sample of 1,750 students was drawn from seven (7) selected universities in Tema, Ghana and two hundred and fifty (250) questionnaires were distributed to each university. The findings highlighted various levels of satisfaction. It was observed that all the factors such as classroom environment, textbook and tuition fees, student support facilities, business procedures, relationship with teaching staff, knowledgeable and responsive faculty, staff helpfulness, feedback, and class sizes drives student satisfaction. The paper attempts to develop insights into dimension of student satisfaction in academic and administrative services in private universities in the Tema metropolis.

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INTRODUCTION

Every organisation is concerned with performance of which the educational sector is no exception. University is gradually being seen as a service industry and emphasis is placed on meeting the expectancies of its customers which are the students.

Educational institutions are becoming more receptive to the importance of quality considerations in delivery of teaching, research programs and service. This is due to the increasing number of students enrolling into the educational system and government aid increasingly being tied to assessment of the quality of the teaching and research programs at educational institutions (Snopce & Alija, 2018).

But student satisfaction has never been considered as an issue of importance by educational authorities nor regarded as a matter of survival by higher education institutions. This is evident from the fact that the impact of educational services provided by a university on the satisfaction level of its students has largely been an area that remains unexplored (Saif, 2014).

Competition in the tertiary education sector and complex student behavior made students' satisfaction the center of academic debate (Thomas, 2011). Process environment and personal components of level of service, and student expectation and have been used as factors in explaining students' satisfaction in this area (Yusoff, McLeay, & Woodruffe-Burton, 2015).

In Ghana, education plays a vital role in national development. The current educational environment in Ghana is also very progressive, competitive and challenging. Public comparisons of Ghanaian private higher educational institutions also emphasize the impact of understanding student satisfaction. According Tertiary Education Statistics Report-National Accreditation Board Students enrolled in both public and private tertiary institutions in the country during the 2014/2015 academic year were 319, 659 (Gruber, Fuß, Voss, & Gläser-Zikuda, 2010). Enrolment in the country's universities increased by 6.3 per cent during the year under review; that of the polytechnics increased by 8.9 per cent and the colleges of education, by 9.05 per cent. However, the rapid increase in the gross enrolment rate has challenged the overall quality of education, particularly in the context of severely limited resources (Stoltenberg, 2011). Having recognized these problems, the National Accreditation Board is currently engaged in a highly motivated effort to reform the country's higher education system including quality improvement program.

The question underlying in this study is whether students of private universities in Ghana are satisfied with the administrative services provided by their respective Universities. Therefore, to measure personal satisfaction of the university students, this study has been initiated to empirically measure the satisfaction level and identify the determinants of student's satisfaction with the general service of the private universities in Ghana.

LITERATURE REVIEW

Student Satisfaction

Saif (2014) describes satisfaction as a feeling of contentment that is gained when a person satisfied his or her yearnings. Satisfaction has also been described as the perception of gratifying fulfillment of a service (Thomas, 2011). According Weerasinghe and Fernando (2018); Yusoff et al. (2015), student satisfaction is a short-term viewpoint which result from the evaluation of students' experience with regard to the education services rendered. Student's satisfaction is a multifaceted concept influenced by

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