

QUALITY SERVICE DELIVERY AND STUDENTS' SATISFACTION IN PUBLIC COLLEGES OF EDUCATION IN OYO STATE, NIGERIA

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Abstract

This study looked into the relationship between quality service delivery and students' satisfaction in public Colleges of Education in Oyo State. The study ascertained the service students are most and least satisfied with, affirmed the connection between quality service delivery and students' satisfaction. Two research questions were raised to guide the study while a single hypothesis was enunciated. Descriptive research design of correlational type was used for the study. The study population included all students in the three public Colleges of Education in Oyo State.. Krejcie and Morgan's research advisor was used to select 375 respondents across the three Colleges of Education as sample of the study. It was find out that support service was the most services students were mostly satisfied with while administrative services were the least services students were pleased with. Also, the findings revealed that there was a significant connection between quality service delivery and students' satisfaction in public Colleges of Education in

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Oyo State. The management of these educational institutions should constantly work to guarantee that students are satisfied with all these services they receive, according to the study's findings.

Keywords: Quality Service, Administrative Service, Support Service, Physical Environment, Generic Skills

Discipline: Educational Science, Sociology

Absztrakt

A SZOLGÁLTATÁSNYÚJTÁS MINŐSÉGE ÉS A HALLGATÓI ELÉGEDETTSÉG AZ OYO ÁLLAM ÁLLAMI PEDAGÓGUSKÉPZŐ FŐISKOLÁIBAN, NIGÉRIÁBAN

A tanulmány a szolgáltatásnyújtás minősége és a hallgatói elégedettség közötti kapcsolatot vizsgálta az Oyo állam állami fenntartású pedagógusképző főiskoláiban. A kutatás feltárta, hogy a hallgatók mely szolgáltatásokkal a leginkább, illetve a legkevésbé elégedettek, valamint megerősítette a szolgáltatásnyújtás minősége és a hallgatói elégedettség közötti összefüggést. A vizsgálatot két kutatási kérdés irányította, továbbá egy hipotézis került megfogalmazásra és tesztelésre. A kutatás leíró jellegű, korrelációs kutatási terv alapján valósult meg. A vizsgálati populáció az Oyo államban működő három állami pedagógusképző főiskola valamennyi hallgatóját foglalta magában. A minta kiválasztása a Krejcie és Morgan-féle mintavételi táblázat alkalmazásával történt, amelynek eredményeként összesen 375 válaszadó került bevonásra a három intézményből. Az eredmények azt mutatták, hogy a hallgatók legnagyobb mértékben a támogató szolgáltatásokkal voltak elégedettek, míg az adminisztratív szolgáltatások esetében mutatkozott a legalacsonyabb elégedettségi szint. A kutatás továbbá szignifikáns kapcsolatot tárt fel a szolgáltatásnyújtás minősége és a hallgatói elégedettség között az Oyo állam állami pedagógusképző főiskoláiban. A megállapítások alapján a tanulmány hangsúlyozza, hogy az intézmények vezetésének folyamatosan törekednie kell arra, hogy a hallgatók minden igénybe vett szolgáltatással elégedettek legyenek.

Kulcsszavak: szolgáltatásminőség, adminisztratív szolgáltatások, támogató szolgáltatások, fizikai környezet, generikus készségek

Diszciplína: neveléstudomány, szociológia

Introduction

Production of high-quality teachers in Nigerian basic schools across the country was the main objective of Colleges of Education in Nigeria. Colleges of education contribute significantly to national development, particularly in the education sector. This assertion is corroborated by Nwanko, (2013) postulated that the production of teachers by Colleges of Education in Nigeria has contributed tremendously towards national development, particularly in the development of middle-level manpower for the nation's basic schools. To sustain the continuous production of quality manpower for Nigerian basic schools, the government, additionally,

the organisation needs to make sure that the level of services offered to students (student teachers) in these colleges is satisfactory.

The general sentiment of the stakeholders towards the service provider, an emotional response to a particular service performance, or an evaluation of whether the service offers a satisfying degree of fulfilment associated to consumption are all considered forms of satisfaction. (Lovelock & Wirtz, 2019). In a school setting, students' satisfaction has to do with the degree to which students are happy with their experience in the school system. Students' satisfaction is very important because it will determine the level of involvement,

identification with, attachment to and enthusiasm towards the teacher training programme. The element of students' satisfaction will determine the extent to which the goals of these schools will be achieved. Students' satisfaction may be in various dimensions which include teaching, students' assessment and generic skills.

Students' assessment satisfaction involves the process and means through which students are pleased with the way their academic achievement is being evaluated and examined (Nsobiri et al., 2022). In Colleges of Education in Oyo State, Nigeria students some-times are given impromptu tests and this sometimes catches some of them unaware and some students will even miss assessments. Some students even claim that these tests didn't cover what they have been taught and some of the questions are out of the syllabus. Also, the only feedback gotten by the students as claimed is in terms of their result and not the process through which the result is obtained.

Students' satisfaction in teaching refers to the extent to which the students are pleased with their lecturers' methods and approaches in instruction delivery. Teaching satisfaction by the students covers areas like knowledge of subject matter by the lecturers; providing students with their learning needs; giving room for questions and answers as well and lecturers making the course taught as interesting as possible. It was observed by the researcher that students in Colleges of Education in Oyo State are not satisfied with some of the above indices of teaching satisfaction as some students are observed to only visit classes for attendance purposes as lectures seem not to be interesting to them

Generic skills refer to the extent to which lecturers help students develop life skills that are different from what goes on in the classroom. This involves the satisfaction of students on how lecturers helped them in the area of teamwork, problem-solving skills, communication skills and how to

lead them to spot new opportunities in life. To ensure that the above areas of satisfaction are maintained and probably improved, the services being rendered to the students must give due consideration and attention to the satisfaction of students. According to Akpoiroro and Okon (2015), the extraordinary emphasis on quality service, which is suppose to be the solution to the majority of issues and the key to the educational system, is at the core of the growing interest in the government circle about looking beyond seeking alternative ways and manners to the application of these guidelines and practices in Nigerian institutions.

The Federal Government of Nigeria (2013) in the National Policy on Education is of the views that support services make it easier to implement educational policies, achieve policy objectives, and increase the efficacy of the educational system. Education support services provide a conducive learning environment, enhance access to learning and make learning experiences more meaningful and realistic for students. These services include health and nutritional services, guidance and counselling, parks, and access to internet facilities among others. Students will feel more pleased if they believe they don't have to go through stress before going to school and they will feel more satisfied if they have it at the back of their mind that their health is being given consideration. Also, there are high chance that students' satisfaction will improve if there is a conducive learning environment and some other support facilities identified above. The support service in terms of health in Colleges of Education in Oyo State is not encouraging. For instance, even though health facilities may be provided the drugs and personnel that will serve the students in the clinic were not provided in the right quality and quantity.

Physical environment involves the extent to which provisions are made for classroom blocks, library and its resources; laboratory and equipment among other facilities in the school. The physical

environment also includes the serenity of the environment that is free from noise, disorganisation, security challenges and the epileptic power supply. In the words of Ene-Obo-na et al. (2012), the physical environment of a school includes buildings, classroom furniture, equipment, instructional materials, laboratories, a library and a playground. The physical environment has a great impact on students' studies and consequently on their satisfaction. For instance, in an over-populated class, no student will be happy to receive a whole two-hour lecture while standing. In the same vein, an academic environment that is so disorganized and unsuitably located thereby generating noise of all forms will never make a student to be satisfied. Also, students who visit the library to access materials for his/her assignments but can't find materials will not be motivated and consequently not satisfied. If the above physical environment indicators are provided with the right quality, there is the probability that it will help improve the satisfaction of the students.

Administrative service is another important factor that can influence students' level of satisfaction. The mode in which institutions go with their admission processing, results management, and students' transcript management among other services will determine the student's satisfaction or otherwise of the services. Academic programmes rely on administrative services to keep them running smoothly. The college of education's administrative staff members offer administrative services (Mfon & Ekong, 2021). Students always like their privacy especially if it involves their academic performance. If their results are posted on billboards for all students to see, their flaws will be exposed and they will not be satisfied with it. Processing transcript by students for official use differ across institutions; some students are having it easy and some students are having it difficult due to the administrative bottleneck in their school. The

higher the level of difficulty in getting this done the lower the students might be satisfied.

Students' attitudes to their studies in colleges of education are not too encouraging and this may be a result of not being provided with all the needed resources that are required of them. This has resulted in situations of these students not turning up for their classes among others and this may have a negative impact on their academic success. Thus, the researcher examined if quality services delivery in these colleges of education can bring about a positive impact on their satisfaction which may consequently influence their academic success.

Literature Reviewed

Concept of Quality Services Delivery

According to Okpa (2019), if the objectives of that level are to be met, providing quality services should be the main priority in tertiary institutions. Enhancing the delivery of vital services might further aid in the extended procedure. A service is deemed effective when the outcomes or achievements are beneficial to the client. It is deemed efficient when the same goals are achieved with the available resources. The availability of excellent services to the general population is a sign of a well-run society, which also helps the political leadership maintain support for its policies. Diverse social groupings will hold varying opinions about what constitutes "good" service delivery. Clients (parents, students, alumni, and staff) in the education sector, for example, need affordable, easily accessible, secure, high-quality education that enhances their children's or their own life chances.

According to Akpoiroro and Okon (2015), many governments are showing a greater interest in examining the use of best practices and policies in Nigerian institutions rather than just developing them. The remarkable focus on providing high-

quality services, which is believed to be the answer to majority of the hindrances the educational system encounter in order to be effective, is at the core of this concern. Any higher education institution that wants to have a competitive edge in the future must set out to find innovative ways to draw in, support, and retain deeper relationships with students. In addition, during the past 20 years, gauging the quality of higher education services has grown in significance for drawing in and holding on to tuition-based returns (Angell et al., 2008).

Concept of Students' Satisfaction

For attainment of any level of educational objectives, the willingness coupled with their level of satisfaction is very paramount. In the word of Olalekan (2017), Students are major stakeholders in higher education and the institution's customers. Since satisfaction stems from keeping them satisfied, keeping them satisfied is critical to achieving organizational goals. Customer satisfaction can be defined as their general attitude toward a service provider, their emotional response to a particular service performance, or their evaluation of whether the service offers a satisfying level of fulfillment associated to consumption (Lovelock & Wirtz, 2011). According to Okpa (2019), when someone experiences a performance or an outcome that meets their expectations, they feel satisfied. Students perceptions and experiences during their college years might also be considered aspect of satisfaction. Student satisfaction is determined by the subjective assessment of learning outcomes and experiences. In the opinion of Elliot and Shin (2021), relevant experience level and perceived performance for educational services during the study period determine satisfaction.

Students' satisfaction refers to customer satisfaction where it involves emotional reaction, differences between expectations and real performance of their experiences (Tan, Suki, & Suki, 2012; Shanaki, Ranjbar, & Shakhsian, 2012). It was

emphasized by Mustafa, et al. (2012) that since students are part of the service quality process, the institutions should view their students as their customer like any other service industry. In the word of Ahmed, et al., (2012) students and the academics are the higher learning institutions customers; however, but Pitman (2010) argued that academics should not be treated as a 'customer' since this has no relationship with the administrative staff. Students' satisfaction will provide positive word-of-mouth, high retention and loyalty towards the institution (Tan, Suki, & Suki, 2012; Ahmed et al, 2012; Shih, 2010; Hanif, Hafeez, & Riaz, 2010). The level of students' satisfaction is determined by the institutions ability to meet their respective students' expectations (Hye & Wizarat, 2011; Danjuma & Rasli, 2012). Students dissatisfaction should be prevented before the creation of students' satisfaction (Chow & Zhang, 2018) because customer satisfaction is a cognitive reaction that emerges in response to a long-lasting set of service encounters (Hu, Kandampully, & Juwaheer, 2019) and students in higher learning institutions should be treated as the primary customer (Narang, 2012).

Statement of the Problem

It is expected that services offered to students in educational institutional will satisfy their requirements and demands. These services are meant to make learning comfortable and stimulating for students. Student registration, induction and other administrative services are to be effective while the physical environment should be structured in such a way that the teaching and learning will be facilitated and students will be at ease. The various support services rendered in these colleges should be the type that will bring about an enabling environment for students to learn with ease.

It is however disheartening to observe the situation in public Colleges of Education in Oyo State where students often lament the poor transportation network, poor administrative services, as

well as poor internet facilities which may be a result of inadequate quality service delivery in the school. For instance, some administrative staff display a non-challenge attitude in attending to students' needs while old methods of keeping records are still being adopted in keeping some important records which makes retrieval a herculean task and puts students at a disadvantage. It has also been observed that there is no general means of transportation by many of the colleges. Students have been observed not to be satisfied with the epileptic internet service being provided.

Objective of the Study

The key objective of this study was to examine the connection between quality service delivery and students' satisfaction in public Colleges of Education, Oyo State, Nigeria.

Precisely, the study examined:

1. the services delivery that students are mostly pleased with in public Colleges of Education, Oyo State;
2. find out the services delivery that students are least pleased with in public Colleges of Education, Oyo State.

Research Questions

To direct the investigation, the following research questions were posed.

1. Which of the services delivery are students most pleased with in public Colleges of Education in Oyo State;
2. Which of the services delivery are students least pleased with in public Colleges of Education in Oyo State;

Research Hypothesis

The following research hypothesis was put forward in the study for testing

H₀: No significant connection exist between quality service delivery and students'

satisfaction in Colleges of Education in Oyo State.

Methodology

The research design engaged was a descriptive research design of correlational type. This design was suitable for the study because it helps to collect data from a sample that will form the basis for findings generalization on the entire population of the study. The design was found suitable for this study and it was used.

Population, Sample and Sampling Technique

The population of this study comprised all students of three public Colleges of Education in Oyo State as of the 2022/2023 academic session. There were 17,604 students in the existing three public Colleges of Education in Oyo State as at July 2023. The sample of this study comprised 375 out of 17,604 students in Federal and State-owned Colleges of Education. The sample size was obtained using Krejcie and Morgan's sampling research advisor. A multi-stage random sampling procedure was used to sample the students for this study. In the first stage, a proportional sampling technique was employed to sample 375 students in all public Colleges of Education in the state while random sampling technique was used in the second stage to select the students in each college (Table 1).

Table 1. Sample Frame. Source: Authors.

SN	Schools	Population	Sample	%
1	Federal College of Education (Special)	6158	131	34.93
2	Emmanuel Alayande College of Education	7215	154	41.07
3	College of Education, Lanlate	4231	90	24.00
Total		17604	375	100

Two sets of questionnaires were used to obtain data for the study. Adapted questionnaires titled “Students’ Satisfaction Scale” (SSS) and “Quality Service Delivery Questionnaire” (QSDQ) were used to obtain data from the respondents. The instrument was validated and reliability established. Students’ satisfaction scale reliability coefficient was 0.72 while the quality services delivery questionnaire was .842 which revealed that the questionnaires were reliable.

To address the two research questions, mean and standard deviation were employed. The mean scores were interpreted as low, average, and high, respectively, and ranged from 1.00 to 2.00, 2.00 to 3.00, and 3.00 to 4.00. The hypothesis was tested using inferential statistics of Pearson product-moment correlation at the significance level of 0.05.

Research Question 1: Which of the services delivery are students most pleased with in public Colleges of Education, Oyo State?

Table 2. Mean Ranking Order of Service Delivery. Source: Fieldwork, 2024

S/N	Service Delivery	N	\bar{X}	SD	Rank Order
1	Administrative Services	349	2.54	.54	3 rd
2	Physical Environment	349	2.56	.22	2 nd
3	Support Service	349	3.78	.47	1 st

Table 2 shows the services delivery students enjoyed and the services were ranked based on degree students’ satisfaction. The table revealed that quality support service has the highest mean score of 3.78. This implies that quality support service was the most service delivery the students were most pleased with in public colleges of education in Oyo state.

Research Question 2: Which of the services delivery are students least pleased with in public Colleges of Education, Oyo State?

Table 3. Mean Ranking Order of Service Delivery. Source: Fieldwork, 2024

S/N	Service Delivery	N	\bar{X}	SD	Rank Order
1	Administrative Services	349	2.54	.54	3 rd
2	Physical Environment	349	2.56	.22	2 nd
3	Support Services	349	3.78	.47	1 st

Table 3 shows the services delivery students enjoyed and the services were ranked based on degree students’ satisfaction. The table revealed that administrative service has the lowest mean score of 2.54. which implies that administrative service was the service delivery the students were least pleased with in public Colleges of Education, in Oyo State.

Hypothesis Testing

It was tested using inferential statistics of Pearson productmoment correlation statistics at 0.05 level of significance.

Ho: No significant connection exists between quality service delivery and students’ satisfaction in public Colleges of Education, Oyo State.

Table 4. Quality Services Delivery and Students’ Satisfaction.

Variab- le	N	\bar{X}	SD	df	r- val.	P- val.	Dec .
Quality Service Delivery	349	2.96	.41				
Students Satis- faction	349	3.21	.69	347	.721	.000	H ₀ rej.

*Significant $p < .05$ the

Table 4 shows the calculated r -value of .721 while p -value (0.000) is less than the significance level (0.05) for 347 degrees of freedom. Therefore, the hypothesis, which states that no significant connection exists between quality service delivery and students' satisfaction in public Colleges of Education, in Oyo State was overruled. It therefore implies that significant connection exists between quality service delivery and students' satisfaction in public Colleges of Education, in Oyo State.

Discussion of Findings

The findings of research question one deal with the service delivery that students are most pleased with in public colleges of education, Oyo state. The table revealed that quality support services have the highest mean score of 3.78. This implies that quality support services are the most service delivery the students are most pleased with in public colleges of education, Oyo State.

The findings of research question two on the service delivery that students are least pleased with in public colleges of education, Oyo State. The table revealed that quality administrative has the lowest mean score of 2.54. This implies that quality administrative service is the least service delivery the students are least pleased with in public Colleges of Education, Oyo State.

The findings of the hypothesis tested showed that the calculated r -value of .721 while the p -value (0.000) is less than the significance level (0.05) for 347 degrees of freedom. Therefore, the hypothesis which states that no significant connection exists between quality service delivery and students' satisfaction in Colleges of Education Oyo State was overruled. This therefore implies that significant connection exists between quality service delivery and students' satisfaction in public Colleges of Education, Oyo State. The findings buttressed that of Kamur (2017) who stated that improvement in educational service reflected positively on the level of student satisfaction. It

also agreed with the discoveries of Nsobiri, Joseph, Sunday, Edim and Micheal (2022) who found out that service reliability, responsiveness, empathy and tangibles had a significant consequence on consumers' satisfaction in the University of Calabar, Nigeria.

Conclusion and Recommendations

The implication of students' satisfaction towards the achievement of educational goals and objectives cannot be ruled out. For students to be willing and ready to do everything in their capacity to attain educational excellence, they must be highly satisfied. For students to be satisfied with teaching, assessment and generic skills, the services in terms of administrative, support and physical environment must be of high quality.

The following suggestions were made in light of the study's results and conclusions:

1. Efforts should be geared toward improving the service students were least pleased with.
2. Management of these Colleges of Education should ensure adequate provision of the administrative, support and physical environment services that will guarantee student satisfaction.

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