

ASSESSING UNIVERSITY STUDENTS' SATISFACTION WITH SERVICE DELIVERY: IMPLICATIONS FOR EDUCATIONAL MANAGEMENT

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ABSTRACT: *The study investigated students' satisfaction with service delivery in universities in Akwa Ibom and Cross River States, Nigeria. Five areas of service delivery namely library, health, transportation, Information and Communication Technology (ICT) and hostel services were considered in the study. The extent to which students' satisfaction with service delivery varied with types of institution was also examined. Survey research design was adopted for the study. Five research questions and one hypothesis guided the study. The population of the study comprised all the undergraduate students in four universities in the study area. Simple random sampling technique was used to draw a sample of 1466 (915 from federal owned and 551 from state owned universities) students for the study. The instrument for data collection was titled "Students' Satisfaction with Service Delivery Questionnaire (ASSSDQ)". The reliability of the instrument using Cronbach Alpha method was 0.85. The data collected were analyzed using descriptive statistics (frequencies and percentages) and independent t-test. The hypothesis was tested at 0.05 level of significance. Findings obtained revealed that majority of the respondents indicated dissatisfaction with library, hostel, as well as Information and communication services, while they showed moderate satisfaction with health and transport services. It was also found that students' satisfaction with service delivery in terms of library and health services significantly differed by their institution's affiliation, while they did not show significant difference in their satisfaction with transport, ICT and hostel services. Recommendations for improvement in service delivery in universities were made one of which being that all services that contributes to students' academic life in the universities are delivered to an acceptable and satisfactory standard.*

KEYWORDS: Students' Satisfaction, Service Delivery, Universities, Educational Management

INTRODUCTION

Universities in Nigeria within the past decade has witnessed spectacular and phenomenal expansion. Whereas in the year 2008 there were about 48 universities in Nigeria, in 2017 the number has rose to 158 universities. This increase was not unconnected with the overwhelming desire for university education by individuals who see it as a means of getting better life. The increase has brought new challenges especially that of over stretching existing facilities amidst declining funding by both Federal and State governments.

The frontline activities of universities remain teaching and learning in order to produce high level manpower necessary for national development. The beneficiaries of university education are the students who attend universities to obtain degrees that will guarantee employment opportunities for them. Universities, apart from academic services, offer diverse services to students to enable them succeed in their academic pursuits. Such services include transport, health, library, hostel, information and communication technology (ICT), and so on. These

services are part of universities wide programmes aimed at ensuring sound learning by students. Ayodele (2003) has observed that learning environment should be enriched, so as to stimulate students' wholesome development, since a comfortable student will be motivated to learn. Thus, it is imperative that whatever services are offered to students should be of an acceptable standard.

Students' satisfaction with service delivery in an institution is very important since the extent to which services satisfy the needs of users will determine how effective and efficient an institution is. Gyamfi, Agyeman and Otoo (2012) considers student satisfaction to involve the comparison of standards by receivers whether they are in the form of expectations, desires, works ideal or equitable performance. Also, Abbasi, Malik, Chandry and Imdadallah (2011) defines satisfaction as what students expect from their educational institutions, involving everything that makes them eligible to become productive and successful persons in their practical lives.

It is observed that excellence in service delivery has gradually been eroded in most Nigerian universities due mainly to decay and inadequate infrastructure, unstable academic calendars due to incessant strikes by lecturers and non-academic staff, insufficient funding and weak university linkages (Saint, Harnet & Strassner, 2004). For institutions of higher learning to attract students to their institutions, there is need for them to offer quality services in order to meet their expectations and needs.

Students' satisfaction with service delivery is an indication that an institution is able to meet their expectations and needs. However, students are dissatisfied when the services are below their expectations, and if the gap between expected service delivery is high, they tend to communicate the negative aspects given, since they expect to see value for their time and money (Katamei & Kiprop, 2015). Students' dissatisfaction can result in noticeable adverse or negative reactions. This they sometimes show through demonstration, protest or outright riot. This was the situation in University of Calabar when in 2011, the students went on rampage due to increase in school charges. The institution was subsequently closed down for over five months and there was loss of academic months. A similar situation also occurred in University of Uyo in 2013, when the students protested against increase in inter-campus transport fare as well as insufficient lecture venue. The two cases cited above indicates that students are not passive receivers of services rendered to them. As observed by Gyamti et al (2013) any unsatisfied service rendered to students will ultimately affect their behavior.

Teya (2011) has pointed out that in the competitive environment, delivery of outstanding quality service so as to ensure customer satisfaction should be seen as a major impetus in nurturing an organization's long-term survival. Abdullahi (2009) noted that the main objective of any university is to maximize students' satisfaction and minimize dissatisfaction and in turn improve the institutions performance. Nudponathan and Sharma (2005) averred that the measurement of satisfaction in universities students' services is regarded as the basic indicator of programme effectiveness and success.

Customers' satisfaction or dissatisfaction is an important issue to be considered in all service-oriented organizations. The services provided to students can make their experience pleasant and acquisition of necessary skills and abilities possible. Abbasi et al (2011) argued that students' satisfaction with offerings at universities are important for them to acquire more skills and abilities needed for their individual success, as well as, that of the economy. Students' satisfaction with educational experience is an important tool to assess the institutional

effectiveness and quality of teaching and service. Equally, customers' feedback is important. Getting the feedback (comments and complaints) from students is an important way of providing improvement in the services provided. The views, opinions and perceptions of service-users should be sought, if the university wants to improve its services. In order to identify areas of weakness and improve on them, Selvan (2009) emphasized that having students' feedback restores confidence in the ability of the university to meet their needs and also facilitates a stronger student retention. In the same vein, Hussain and Bhamani (2012) noted that, incorporating students' feedback can influence positively the service quality of any institution and also support the university in various ways. For instance, it can allow the institution to benchmark and provide indicators that will contribute to the reputation of the university in the market place. However, the views and feedback of students with regard to service delivery is lacking in many educational institutions, hence the present study to assess students' satisfaction with service delivery in universities in Akwa Ibom and Cross River States, Nigeria.

Statement of the problem

With the current drive for university education and the subsequent increase in enrolment, the issue of service delivery becomes paramount. Universities offer diverse services to students to enable them succeed in their academic endeavours. Students as the prime beneficiaries of university education require quality service in order to carry out their studies. Inefficient service delivery can affect students in their academic performance. Of recent, there have been complaints about some of the services rendered to students in universities as unsatisfactory. The students complain about poor ICT services, the appalling hostel conditions, poor library services and so on. Students' dissatisfaction with service delivery often manifests in the form of reactions, either through peaceful protest or outright riot, which are sometimes witnessed in our universities. Students' reactions are sometimes violent and results in the destruction of the institutions properties. This was the case in the University of Calabar (UNICAL) in 2011, when students went on rampage due to increase in school charges, destroying school facilities, cars and entering staff residential areas to destroy houses and staff properties. Again in 2015, the students of Unical went on peaceful demonstration to protest the deteriorating hostel facilities. As a result, the institution was shut down for more than two weeks in order to repair the facilities that the students complained about. Similarly, in 2013 students of the University of Uyo rioted against the school authorities due to increase in intra-campus transport fare, as well as insufficient lecture halls. This led to the destruction of school facilities on campus. In that particular incident, a student lost his life. In the cited cases above, academic calendars were disrupted through the closer of universities which resulted in loss of academic months that further prolonged students' duration in universities before graduation.

From the foregoing, the pertinent questions underlying this study are: To what extent are students satisfied with service delivery in terms of transportation, library, health, hostel accommodation and ICT services in universities? Does students' satisfaction with service delivery vary with institutional type? The present study intends to provide answers to these questions.

Purpose of the study

The purpose of this study is to get the feedback from students on their satisfaction with five areas of services that are delivered to them in universities. Specifically, the study sought to

determine the extent to which university students are satisfied with library, transportation, health, ICT and hostel service delivery.

Research Questions

1. To what extent are students' satisfied with library service delivery?
2. To what extent are students' satisfied with health service delivery?
3. To what extent are students' satisfied with transport service delivery?
4. To what extent are students' satisfied with ICT service delivery?
5. To what extent are students' satisfied with hostel service delivery?

Hypothesis

1. Students satisfaction with service delivery does not significantly differ by institutional type.

METHODS

The study adopted a survey research design to elicit information on students' satisfaction with service delivery in universities in Akwa Ibom and Cross River States of Nigeria. The two states are located in south-south Nigeria and have four public universities. The federal government owned universities are University of Calabar and University of Uyo, while the state universities are Cross River State University of Science and Technology and Akwa Ibom State University of Science and Technology. The four universities were used for the study.

The study population comprised all the undergraduates students enrolled in the 2015/2016 academic session from the first to the final year of study. The simple random sampling technique was utilized to draw undergraduate students for the study. From the two federal universities 915 (62.4%) respondents were drawn and 551 (37.6%) respondents from state universities.

A researcher developed instrument tagged "Students' Satisfaction with Service Delivery Questionnaire (SSSDQ)" was used for data collection. The instrument was developed based on previous research studies. The instrument had two sections; A and B. Section A dealt with demographic data of the respondents while section B consisted of 35 items that measured the dimensions of service delivery in terms of library, health, transport, ICT and hostel services. It had a response option of very satisfied (VS), moderately satisfied (MS) and dissatisfied (D), which indicated the relative satisfaction of students with service delivery.

The reliability of the instrument using Cronbach Alpha yielded a reliability coefficient of 0.85 value which justified the reliability of the instrument as being good for use. The administration of the instrument on the respondents was done by the researcher, together with trained research assistants. The administration of the instrument was done in lecture halls in each university. Permission was sought from lecturers in each class to utilize their lecture time to administer the instrument. This approach yielded good responses. Hence, all copies of the instruments administered were retrieved. Data obtained were subjected to statistical analysis using frequencies(f), percentages(%) and independent t-test.

RESULTS

Research question one

*To what extent are students' satisfied with library service delivery?***TABLE 1: Extent of students' satisfaction with library service delivery in Universities in AKS and CRS**

N = 1,464					
S/N	Statement	VS F (%)	MS F (%)	D F (%)	Extent of satisfaction
1	Reading environment	279(19.0%)	422(28.8%)	764(52.2%)	Dissatisfied
2	Availability of current books	199(13.6%)	456(31.1%)	811(55.3%)	Dissatisfied
3	Adequacy of sitting facilities	328(22.4%)	515(35.1%)	623(42.5%)	Dissatisfied
4	Behaviour of library staff	456(31.1%)	759(51.8%)	251(17.1%)	Moderate
5	Book lending policies	246(16.8%)	522(35.6%)	698(47.6%)	Dissatisfied
6	Opening hours of the library	629(42.9%)	468(31.9%)	369(25.2%)	Very satisfied
7	Printing services	236(16.1%)	380(25.9%)	850(58.0%)	Dissatisfied
	Aggregate (%)	338(23.1%)	502(34.3%)	624(42.6%)	Dissatisfied

Table 1 indicates students' responses on their level of satisfaction with library service delivery in universities in Akwa Ibom and Cross River States. The findings show that of the seven items, students were only very satisfied with opening hours of the library (42.9%). The behaviour of library staff obtained moderate satisfaction responses of 51.8%. A greater majority of the respondents indicated dissatisfaction with reading environment (52.2%), availability of current books (55.3%), adequacy of sitting facilities (42.5%), book lending policies (47.6%) and printing services (58%). The aggregate of the analysis shows that 42.65% of the respondents were dissatisfied with library services, 34.3% were moderately satisfied while 23.1% were very satisfied with library service delivery. From the analysis, it could be inferred that students were dissatisfied with library services.

Research question two

To what extent are students' satisfied with health service delivery?

TABLE 2: Extent of students' satisfaction with health service delivery in Universities in AKS and CRS

N = 1,466					
S/N	Statement	VS F(%)	MS F (%)	D F (%)	Extent of satisfaction
1	Availability of doctors	477(32.5%)	699(47.7%)	290(19.8%)	Moderate
2	Time spent waiting to see a doctor	391(26.7%)	837(57.1%)	238(16.2%)	Moderate
3	Drug dispensation	321(21.9%)	487(33.2%)	658(44.9%)	Dissatisfied
4	Operating hours	453(30.9%)	626(42.7%)	387(26.4%)	Moderate
5	Enlightenment programmes	380(25.9%)	602(41.1%)	484(33.0%)	Moderate
6	Emergency services	202(13.8%)	493(33.6%)	771(52.6%)	Dissatisfied
7	Attitude of staff	542(37.0%)	560(38.2%)	364(24.8%)	Moderate
	Aggregate (%)	396(27.0%)	614(41.9%)	456(31.1%)	Moderate

Table 2 shows the extent of students' satisfaction with health service delivery in the studied universities. Moderate satisfaction was obtained as the highest percentage response on items 1, 2, 4 and 5 with their percentages as follows: availability of doctors (47.7%), time spent waiting to see a doctor (57.1%), operating hours (42.7%) and enlightenment programmes (41.1%) respectively. Items 3 and 6 show dissatisfaction as their highest percentage response of 44.9% for drug dispensation and 52.6% emergency services respectively. It could be observed that majority of the responses show moderate satisfaction, with aggregate indicating (49.9%), dissatisfaction (31.1%) and very satisfied (27%). Therefore, it can be inferred that the extent of students' satisfaction with health service delivery in the studied universities was moderate.

Research question three

To what extent are students' satisfied with transport service delivery?

TABLE 3: Extent of students' satisfaction with transport service delivery in Universities in AKS and CRS

N = 1,466					
S/N	Statement	VS F (%)	MS F (%)	D F (%)	Extent of satisfaction
1	Number of buses plying on campus	503(34.3%)	616(42.0%)	347(23.7%)	Moderate
2	Efficiency of bus services	446(30.4%)	539(36.8%)	481(32.8%)	Moderate
3	Level of comfort in the buses	297(20.3%)	380(25.9%)	789(53.8%)	Dissatisfied
4	Fare charges	511(34.9%)	704(48.0%)	250(17.1%)	Moderate

5	Behavior of drivers	324(22.1%)	520(35.5%)	622(42.4%)	Moderate
6	Road network	630(43.0%)	547(37.3%)	289(19.7%)	Dissatisfaction
7	Bus loading duration	523(35.7%)	562(38.3%)	381(26.0%)	Moderate
	Aggregate (%)	462(31.5%)	552(37.7%)	452(30.8%)	Moderate

Table 3 shows the extent of students' satisfaction with transport service delivery in universities in the study area. Four out of seven items; 1, 2, 4, and 7 show moderate satisfaction with the highest percentages; number of buses plying on campus (42%), efficiency of bus services (36.8%), fare charges (48%), and bus loading duration (38.3%) respectively. Items 3 and 5 showed highest percentage responses of dissatisfaction with level of comfort in the bus (53.8%) and behavior of drivers (42.45%) respectively. Results also show that students were very satisfied with only one item being road network (43%). The aggregate extent of satisfaction was as follows; very satisfied 31.5%, moderate satisfaction 37.7% and dissatisfied 30.8%. Since the majority of the items, are seen to have moderate satisfaction as the highest percentage of responses, it could be inferred that the extent of students' satisfaction with transport service delivery in the studied universities was moderate.

Research question four

To what extent are students' satisfied with ICT service delivery.

TABLE 4: Extent of students' satisfaction with ICT service delivery in Universities in AKS and CRS

S/N	Statement	VS F (%)	MS F (%)	D F (%)	Extent of satisfaction
1	Availability of internet	255(17.4%)	463(31.6%)	748(51.0%)	Dissatisfied
	Speed of internet	164(11.2%)	397(27.1%)	905(61.7%)	Dissatisfied
3	Cost of ICT services	229(15.6%)	780(53.2%)	457(31.2%)	Moderate
4	Access to ICT facilities	372(25.4%)	437(29.8%)	657(44.8%)	Dissatisfied
5	Power supply	95(6.5%)	474(32.3%)	896(61.2%)	Dissatisfied
6	Availability of cyber café	293(20.0%)	416(28.4%)	757(51.6%)	Dissatisfied
7	Internet range of coverage	201(13.7%)	369(25.2%)	896(61.1%)	Dissatisfied
	Aggregate (%)	230(15.7%)	477(32.5%)	759(51.8%)	Dissatisfied

Table 4 shows the extent of students' satisfaction with ICT service delivery in universities. Results show that the respondents were dissatisfied with the availability of internet (51%), speed of the internet (61%), access to internet (44.7%), power supply (61.1%), availability of cyber café (50.5%) and internet range of coverage (61.1%). In terms of cost of ICT services, 53.2% were moderately satisfied. It should be observed therefore that students were dissatisfied with six of the items and moderately satisfied with only one item. On the aggregate, 15.8% were very satisfied, 32.5% moderately satisfied and 51.6% dissatisfied. It could therefore be inferred that students were not satisfied with ICT service delivery in the universities studied.

Research question five

To what extent are students' satisfied with hostel service delivery?

TABLE 5: Extent of students' satisfaction with hostel service delivery in Universities in AKS and CRS

N = 1,466					
S/N	Statement	VS F (%)	MS F (%)	D F (%)	Extent of satisfaction
1	Availability of rooms	158(10.8%)	284(19.4%)	1022(69.7%)	Dissatisfied
2	Condition of rooms	183(12.5%)	686(46.8%)	597(40.7%)	Moderate
3	Toilet facilities	101(6.9%)	361(24.6%)	1004(68.5%)	Dissatisfied
4	Water facilities	223(15.2%)	569(38.8%)	674(46.0%)	Dissatisfied
5	Cleanliness of the environment	366(25.0%)	591(40.3%)	509(34.7%)	Moderate
6	Lighting facilities	289(19.7%)	654(44.6%)	523(35.7%)	Moderate
7	Courtesy of hostel staff	207(14.1%)	577(39.4%)	682(46.5%)	Dissatisfied
	Aggregate (%)	218(14.9%)	532(36.3%)	715(48.8%)	Dissatisfied

Results in Table 5 show that in terms of hostel service delivery, the respondents were dissatisfied with availability of rooms (69.7%), toilet facilities (68.5%), water facilities (46%) and courtesy of hostel staff (46.5%). On the other hand, the respondents were moderately satisfied with condition of rooms (40.7%), cleanliness of the environment (40.3%) and lighting facilities (44.6%). On the aggregate, 14.4% indicated very satisfied, 36.3% indicated moderate satisfaction, while 48.8% indicated dissatisfaction. Thus it could be said that students in the universities studied were dissatisfied with hostel service delivery.

Research hypothesis

Students' satisfaction with service delivery does not significantly differ by institution type.

TABLE 6: Independent t-test analysis of difference in students' satisfaction with service delivery in Universities in Akwa Ibom Cross River and States of Nigeria with regards to their institutional type

N = 1,466						
Service delivery	Institutional type	N	\bar{X}	SD	T	Sig.
Library services	Federal	915	13.34	1.80	10.08*	.000
	State	551	12.27	2.22		
Health services	Federal	915	13.53	1.81	6.17*	.000
	State	551	12.93	1.77		
Transport services	Federal	915	13.96	1.90	1.06	.289
	State	551	13.85	2.01		
ICT services	Federal	915	14.34	1.91	0.71	.479
	State	551	14.26	2.23		
Hostel services	Federal	915	14.11	2.34	-1.81	.070
	State	551	14.33	2.03		

* $p < .05$; $df = 1464$; critical $t = 1.960$

Table 6 shows the independent t-test analysis of the difference in students' satisfaction with five aspects of service delivery in Universities in Akwa Ibom State Cross River State, Nigeria, according to their institutional type. Result show that at .05 level of significance and degree of freedom 1464, the critical t-value is 1.960. The calculated t-values obtained in establishing students' satisfaction with five aspects of service deliveries with regards to their institutional type are as follows: library service delivery, $t = 10.08$ ($p < .05$); health service delivery, $t = 6.17$ ($p < .05$); transport service delivery, $t = 1.06$ ($p > .05$); ICT service delivery, $t = 0.71$ ($p > .05$); hostel service delivery, $t = -1.81$ ($p > .05$). The calculated t-values were seen to be greater than the critical t-value in the aspects of library and health services, with their obtained significant values less than .05 level of significance used in the study. With these results, the null hypothesis which stated that students' satisfaction with service delivery in Universities in Cross River and Akwa Ibom States does not significantly differ with regards to institutional type was rejected on the two aspects of service delivery, library and health services. It was alternately accepted that students' satisfaction with service delivery in Universities in Cross River and Akwa Ibom State significantly differ with regards to institution type in the aspects of library and health service delivery. The mean values obtained by the respondents in Federal universities are higher than that of the respondents from State universities in both library and health service deliveries. This showed that the significance is in favour of those in Federal universities. This indicated that respondents in Federal universities in Akwa Ibom and Cross River States are more satisfied with library and health services than those in State-owned universities.

The calculated t-values were seen to be less than the critical t-value in the aspects of transport, ICT and hostel services delivery with their significant values greater than .05 level of significance used in the study. This leads to the acceptance of the null hypothesis regarding the three aspects of service deliveries. It was therefore upheld that students' satisfaction with transport, ICT and hostel accommodation services delivery in Universities in Akwa Ibom and Cross River States does not significantly differ with regards to institutional type.

DISCUSSION OF FINDINGS

The findings of the study revealed that that in terms of library services, students were not satisfied, showing an aggregate of 42%, implying that library facilities and other services were inadequate to meet the needs and expectations of the users. This finding supports an earlier conclusion by Nnadozie (2006) that basic facilities and tools needed to deliver quality library services were most of the time either not available, inadequate in quantity or out rightly not in existence. This therefore explains why users were not satisfied with library services. Similarly, results by Abbasi, et al (2011), Katamei and Kiprop (2015) indicated students' dissatisfaction with library services delivery especially with regards to library facilities and availability of research journals. In that same vein, Olajide and Fuunmi (2011) asserted that one of the critical challenge of meeting 21st century demands of Nigerian universities is ever increasing population growth, inadequate library resources and facilities.

In terms of health services, finding indicated that the students were moderately satisfied. This means that the universities in the study area have tried to satisfy the health needs of the students in terms of availability of doctors, time of waiting to see a doctor, operating hours, health enlightenment programmes, as well as, friendly attitude of medical personnel. This finding

can be explain by the fact that universities' management in the study area appreciate the importance of health services in the physical, mental, social and emotional wellbeing of students to enable them succeed in their academic endeavours. Thus, management of universities have tried to provide these services. Besides, the National Health Insurance Scheme (NHIS) has played a complementary role in the provision of health facilities. However, the finding is in contrast to Abbasi et al (2011), whose research showed that students were dissatisfied with medical services.

The findings equally showed that students are dissatisfied with ICT service delivery. This finding is however worrisome because of the importance of ICT in todays' digital world. However, this outcome is not totally surprising considering the fact that previous studies by Ekpoh, Edet and Ekpenyong (2013) and Ongori and Mburu (2010) pointed out challenges affecting the integration of ICT into Nigerian education to include; lack of ICT facilities, low internet connectivity, irregular power supply, and network failure among others. The outcome of this study could be attributed to low budgetary allocation to education, which has made the acquisition of ICT facilities very difficult by university management. This can be seen from the recent 2018 budget being appropriated by the National assembly where only 7% was allocated to the educational sector representing just one percent above 6% that was allocated to education in 2017. In addition, most universities do not admit students commensurate with available facilities. Consequently, available facilities are always not enough for the students and as such, are always overstretch.

With regards to transport services, findings show that students' were moderately satisfied. Thus indicating that to a certain extent university students were satisfied with transport services provided for them. A plausible explanation for this finding is that private operators do also provide transport services, which has helped to ease transport services on campus. Also, this is one of the services that has been outsourced by most university management. This finding supports a previous study by Abassi et al (2011) who found that students were satisfied with transport services.

Another finding also indicated that students were dissatisfied with hostel services. This is explained by the fact that congestion has been a common feature in most Nigerian universities, which has led to overstretching of facilities. For instance, a room meant to be occupied by four students is occupied by about eight or more students since there are always limited spaces. This result supports the observation of Alani, Okunola and Subair (2010) who deduced that the conditions of the hostels were very pathetic, with most hostels being jam-packed with more students than the required number. The authors further noted that some hostels lacked basic facilities like adequate water and lighting facilities. The conditions as observed by these authors' could have accounted for demonstrations or outright riot by students in some universities in Nigeria.

The finding from the test of hypothesis showed that students' satisfaction with transport, ICT and hostel services do not significantly differ with their institutional type. However, it was found that students' satisfaction with library services and health services differed significantly with their institutional type. Respondents in federal-owned universities were seen to obtain higher mean scores than those in state-owned institutions. This indicated that students in federal-owned institutions are more satisfied with library and health services than their counterparts in the state owned schools. This may be anchored on the fact that federal owned schools have more avenues to attract federal government subventions and donations from other agencies that enable them equip their libraries with current books for students' use; and also

procure more reading facilities, which enhances users comfort. They can also procure more health facilities than the state-owned schools, since more funds are likely to be given by the federal government. Also, federal schools are more likely to get international assistance from foreign donors. This to a reasonable extent enables them to provide health services more adequate than the state-owned schools.

Implications for educational management

The findings of this study show that students were moderately satisfied with service delivery in the aspect of health and transport services. The findings also indicated that students were dissatisfied with library, hostel and ICT services delivery. This outcome will help management to target these areas by providing more resources in order to bring improvement so as to make students experience conducive environment for the attainment of necessary skills and abilities possible. The outcome of this research has serious implications for educational management. This is so because, by giving students opportunity to express their opinions on services provided, the university management would be aware of the feelings and educational experiences of students. Such awareness will enable management meet the expectations of students and the information provided could be used to bring about improvements in service delivery. The study has also brought to light the various indicators that will contribute to the reputation of universities in Akwa Ibom and Cross River States of Nigeria which, if adopted, could further place the institutions at a competitive edge with other institutions of learning in the world.

It is also generally observed that educational institutions in Nigeria has not incorporated satisfaction measurement into its quality processes. Hence the need to give due attention by university management by introducing feedback channels through which students' satisfaction surveys could be used to effect continuous improvements into the quality of service delivery. It is therefore imperative that university management should endeavour to maximize students' satisfaction and minimize dissatisfaction with service delivery. Also they should know the areas of deficiency in order to rectify and add value to their services, so as to retain students as well as improve institutional performance

CONCLUSION

This study assessed university students' satisfaction with five aspects of service delivery in universities in Akwa Ibom and Cross River States. Based on the data analysis, it was concluded that university students were moderately satisfied with health and transport services delivery, while they were dissatisfied with library, ICT and hostel services delivery. Findings also indicated that service delivery varied with institutional type in terms of health and library services while they did not differ in terms of transport, hostel and ICT services. Students in federal-owned institutions were more satisfied with library and health services than their counterparts in the state-owned schools.

Recommendations

1. University management should enhance students' satisfaction by ensuring that all services that contribute to academic life in the universities are delivered to an acceptable and satisfactory standard.

2. Surveys to assess students' satisfaction with universities services delivery should be carried out on regular basis by university management.
3. Government should provide the necessary financial resources to management of universities to meet acceptable standards in service delivery.
4. Management of universities should ensure adequate provision of ICT services, considering the importance of e-learning opportunities in the present day globalized world. This, if implemented, will place Nigerian students at par globally with others.

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