



40th Anniversary Edition

# GHANA JOURNAL OF HIGHER EDUCATION MANAGEMENT



ISSN: 0855-6156

VOLUME 6  
AUGUST, 2020



**GHANA JOURNAL OF HIGHER EDUCATION  
MANAGEMENT**

Volume 6

40<sup>th</sup> Anniversary Edition

August 2020

ISSN: 0855-6156

# **Ghana Journal of Higher Education Management**

Volume 6

ISSN: 0855-6156

40<sup>th</sup> Anniversary Edition

August 2020

© Ghana Association of University Administrators

## **COPYRIGHT:**

The copyright for any article published in this journal rests with the publisher. No part of this publication may be reproduced, stored, transmitted or disseminated in any form, or by any means without prior written permission from the Editor-in-Chief. Request to reproduce copyrighted material should be directed to the Editor-in-Chief. Consent is hereby given for authors to copy their own articles from the Journal for any scholarly purpose of their own.

All manuscripts should be submitted to:

The Managing Editor  
Ghana Journal of Higher Education Management  
C/o The University Printing Press  
University of Education, Winneba  
P.O. Box 25  
Winneba  
Ghana.

Email: [ghajhem@uew.edu.gh](mailto:ghajhem@uew.edu.gh), [gaua@uew.edu.gh](mailto:gaua@uew.edu.gh)

## **EDITORIAL LIST**

### **ADVISORY BOARD**

Prof. George K. T. Oduro	Professor of Educational Management Administration and Leadership, University of Cape Coast, Cape-Coast
Dr. Paul Effah	President Bradford University / Former Executive Secretary NCTE and Higher Education Consultant. Accra
Dr. Cynthia Sena Kpeglo	Registrar, University of Health and Allied Sciences, Ho.
Mrs. Christie Okae-Anti	Registrar, Perez University College, Winneba / Former Deputy Registrar, University of Education, Winneba
Dr. Joseph Abu-Sakyi	Principal Dental Surgeon, KNUST Hospital/ Senior Adjunct Lecturer KNUST Medical School. Kumasi.
Dr. Jimmy Nkrumah	Director of Physical Works and Development, KNUST. Kumasi.
Dr. John Serbe Marfo	Former System Programmer, UITS/Lecturer KNUST Business School. Kumasi.
H/L Justice Eudora C. Dadson	High Court Judge, Accra and Former Ag. Deputy Registrar for Legal Affairs, KNUST
Mr. Anab Anaamoatulim	Accountant, University of Ghana, Legon
Dr. Gabriel Ahinful	Finance Officer, Takoradi Technical University/ Former Ag. College Finance Officer, KNUST

### **NATIONAL EDITOR/EDITOR-IN-CHIEF**

Dr. Paul Kwadwo Addo	Faculty of Educational Studies, Kwame Nkrumah University of Science and Technology, Kumasi, Ghana
----------------------	---------------------------------------------------------------------------------------------------

### **MANAGING EDITOR**

Mr. Reginald S. K. Agbo	University Printing Press, University of Education, Winneba
-------------------------	-------------------------------------------------------------

### **ONLINE ASSOCIATE EDITOR**

Mr. Richard Bruce Lamptey	College of Science Library, Kwame Nkrumah University of Science and Technology, Kumasi
---------------------------	----------------------------------------------------------------------------------------

## **EDITORIAL OFFICE**

University Printing Press  
University of Education, Winneba  
P.O. Box 25, Winneba  
Ghana  
Email: [ghajhem@uew.edu.gh](mailto:ghajhem@uew.edu.gh)

Editorial correspondence, including submission of manuscripts should be addressed to:

The Managing Editor  
Ghana Journal of Higher Education Management  
University Printing Press  
University of Education, Winneba  
P.O. Box 25  
Winneba  
Ghana.

Email: [ghajhem@uew.edu.gh](mailto:ghajhem@uew.edu.gh), [gaua@uew.edu.gh](mailto:gaua@uew.edu.gh)

## CONTENTS

	Page
<b>Editorial list</b>	<b>iii</b>
<b>Editorial</b>	<b>vi</b>
<b>Comparative study of pension benefits between Ghana Universities’ Staff Superannuation (GUSSS) and Social Security and National Insurance Trust (SSNIT) Schemes</b> Kwame Boakye, Joshua Addo, Eric Awotwe & Joyce Anastasia Sam	1-20
<b>Correlates of ‘cut-off aggregates’ and academic performance of students in a public university in Ghana.</b> George Kwadwo Anane, Elijah Ofori-Badu and Kwame Asante	21-34
<b>Assessment of work-life balance among Senior Female Administrators: A case study of the University of Cape Coast, Ghana.</b> Rebecca Asiedu Owusu	35-49
<b>Cleaners’ Perspective of Littering Behaviour of Students in a Ghanaian University Context: A Case study of Nyankpala Campus of University for Development Studies.</b> Fidelis Z. Tang	50-60
<b>Promoting Peace among Student Religious Groups in Public Universities in Ghana: UDS, Wa Campus in Perspective.</b> Samuel Marfo, Musah Halidu & John Yaw Akparep	61-72
<b>Communication Challenges in a Multi-Campus University System in Ghana: The Case of University for Development Studies (UDS).</b> Amatus Dinye, Emmanuel K. Boon & Job Asante	73-88
<b>An Assessment of Governance Challenges in Higher Education Institutions in Ghana</b> Charles Obeng-Sarpong, Daniel Buor & Paul Kwadwo Addo	89-108
<b>Service Delivery and Satisfaction of Students at the Kwame Nkrumah University of Science and Technology, Kumasi: Implications for Educational Administration.</b> Regina Nuako, Kweku Appiah-Badu, Benjamin Boampong Owusu & Abraham Adusei	109-122
<b>Crash Helmet Types, Usage and Safety Implications for Student Motorcyclists in the Wa Municipality, Ghana</b> Samuel Marfo, Joshua Akpade & Halidu Musah	123-136

## EDITORIAL

The Ghana Association of University Administrators (GAUA) as part of its mission to promote the advancement of higher education in Ghana and around the world provides policy alternatives for national development. This is done through research reports, policy analysis, reflective practice among others. Mindful of this, the National Executives adopted this Journal from GAUA University of Education, Winneba branch in 2019 to advance this cause. The sixth edition of the journal is thus, the “first” edition since the adoption and it also serves as a special edition to commemorate the 40th Anniversary of GAUA (1980-2020).

In this edition, Kwame Boakye, Joshua Addo, Eric Awotwe and Joyce Anastasia Sam did a comparative study of pension benefits between Ghana Universities’ Staff Superannuation (GUSSS) and Social Security and National Insurance Trust (SSNIT) Schemes. The writers advocated for the boards of GUSSS to educate their members on the superior financial retirement benefits offered by the scheme as compared to SSNIT and to review the pension rights under the GUSSS.

Again, George Kwadwo Anane, Elijah Ofori-Badu and Kwame Asante also examined ‘cut-off aggregates’ and academic performance of students in a public university in Ghana. The paper recommends that university managers must develop or review their admission policies and factor in more inclusive parameters for admitting students into universities, especially applicants from less-endowed schools.

The issue of work-life balance among Senior Female Administrators was examined by Rebecca Asiedu Owusu. She recommends for Ghanaian women in public career spaces to be provided with conducive working environments like flexible working hours, extended paid maternity leave, paid paternity leave and further stressed for Early Childhood Centres to be sited close to office environment.

In examining cleaners’ perspective of littering behaviour of students in a Ghanaian university context, Fidelis Z. Tang urged university management and student leaders to provide adequate waste bins on university campuses, especially at vantage points with notes to encourage cleanliness. This, he believes, will encourage the culture of cleanliness and shared responsibility in safeguarding the environment.

In promoting peace among student religious groups in public universities in Ghana, Samuel Marfo, Musah Halidu and John Yaw Akparep recommend that periodic education on religious tolerance should be carried out by amalgamated religious bodies and university managements to help deepen the understanding and knowledge of students about religious pluralism and the need for peaceful coexistence.

Investigating into communication challenges in a multi-campus university system in Ghana, Amatus Dinye, Emmanuel K. Boon and Job Asante advocated for the deployment of modern communication technologies to enable satellite campus administrators to communicate in real-time with their main campus and this should be part of a well-developed communication policy.



In a research into the assessment of governance challenges in higher education institutions, Charles Obeng-Sarpong, Daniel Buor and Paul Kwadwo Addo found out that external issues such as: funding, quality assurance, getting requisite academics, and internationalisation among others militate against Ghanaian universities. They therefore advanced an argument for the need to build the capacity of management and council members on quality assurance systems, effective governance and leadership.

Examining service delivery and satisfaction of students and its implications for educational administration, Regina Nuako, Kweku Appiah-Badu, Benjamin Boampong Owusu and Abraham Adusei observed that suggestions about areas of service delivery improvement provided by students to university management are often not addressed to their satisfaction. The writers recommend for the need for university management to work with students and design service improvement strategies to bring about student satisfaction.

Lastly, Samuel Marfo, Joshua Akpade and Halidu Musah investigated crash helmet and safety implications for student motorcyclists and postulate that relatively low patronage of the full-face helmets observed among students in their study requires periodic educational campaigns.

We are extremely grateful to all our contributors and to our dedicated reviewers.

Happy 40<sup>th</sup> Anniversary to GAUA!

Dr. Paul Kwadwo Addo  
**National Editor/Editor-in-Chief**  
**August 2020**



## Service Delivery and Satisfaction of Students at the Kwame Nkrumah University of Science and Technology, Kumasi: Implications for Educational Administration.

Regina Nuako<sup>1\*</sup>, Kweku Appiah-Badu<sup>2</sup>, Benjamin Boampong Owusu<sup>3</sup> & Abraham Adusei<sup>4</sup>

<sup>1,2,3,4</sup> Kwame Nkrumah University of Science and Technology, Kumasi, Ghana

\*Corresponding Author, Email: reginanuako74@gmail.com

### **Abstract**

*There is a dearth of research on the relationship between service delivery and the level of students' satisfaction about the services provided by universities. Using Kwame Nkrumah University of Science and Technology, Kumasi, Ghana, as a case, this paper examines the services delivered to students, their satisfaction levels and the implications for future educational service delivery strategies. Adopting the case study approach, we used semi-structured interviews to collect data from 443 students across the six Colleges of the University. We find that students were willing to pay extra for quality customer service, recommend the institution to other prospective students and are ready to return for further studies. However, most of the respondents held the view that their suggestions to the University about areas of service delivery improvement were not addressed. Hence, we conclude that the University needs to work with students and design service improvement strategies to bring about student satisfaction in the services.*

**Key words:** *students' satisfaction; quality education; service delivery; educational administration; student loyalty*

### **Introduction**

Quality education has positive implications on reducing poverty and income disparity among the global population (Serneels et al., 2017; Opoku-Asare and Siaw, 2015). This is because the net-returns on investments in education are positive and contribute significantly to development (Addo, 2010, Organisation for Economic Co-operation and Development [OECD], 2009). As such, governments, civil society groups and donors across the globe have showed commitment towards expanding and ensuring access to formal education in the quest to achieve sustainable development (Addo, 2010). Access to education is generally accepted to be a 'right' of every child of school going age (De Sas Kropiwnicki et al., 2014). In Ghana, this right is asserted in Article 25(1) of the 1992 Constitution of the Republic of Ghana and a many of international treaties/policies (e.g.

Millennium Development Goal 2 and Sustainable Development Goal 4). This has been affirmed by both legally binding and non-binding instruments such as the Universal Declaration of Human Rights, the International Bill of Human Rights, the International Covenant on Economic, Social and Cultural Rights and the Convention on the Rights of the Child (UNESCO, 2017).

The above, notwithstanding, there exists several barriers to individuals in their quests to enjoy the right to education as they move up the ladder, specifically, tertiary education. Notable among these barriers is the level of service delivery, which impedes the appeal of individuals to access educational services. Studies indicate that service delivery in organisations, in the form of teaching, availability of relevant materials, incentives, organisational culture, working environment and training, financial support, counselling, and infrastructure are key towards achieving organisational goals, largely they improve satisfaction and ultimately lead to efficiency and effectiveness (Engelbrecht, Nel, Smith and Van Deventer, 2016; Wilson-Strydom and Okkolin, 2016; Oketch and Ngware, 2012). Elnaga and Imran (2013) argue that the quality of services provided by an organisation has influence on the satisfaction and performance of the individual (student) to overcome academic and job-related challenges and deficiencies. Institutions of higher learning around the world have, thus, embraced the concept of improving upon performance and organisational standards through external and internal quality measures (Addo and Akoto, 2019).

Trow (2005) states that the quest for higher education continues to surge in the global economy, where advanced human capital has become a crucial factor in economic development and a central component of a nation's competitive advantage. Gyamfi, Agyemang and Otoo (2012) state that the increasing demand for tertiary education in recent years in Ghana is reflected in the increasing number of higher education institutions (HEIs). Traditionally, Ghana a few years ago had only a handful of tertiary education institutions. However, as at December 2019, the National Accreditation Board (NAB) estimated Ghana had 230 registered tertiary education institutions (See Distribution in Table 1) and about 30 institutions undergoing accreditation processes to commence operation as tertiary institutions in the country (NAB, 2019).

**Table 1: Distribution of Registered Tertiary Education Institutions in Ghana, 2019**

Type of Institution	Number
Public Universities	10
Private Tertiary Institutions offering undergraduate degree programmes	91
Tutorial Colleges	8
Public Polytechnics	2
Distance Learning Institutions	2
Private Nurses Training Colleges	16
Public Nurses Training Colleges	30
Public Colleges of Education	43
Private Colleges of Education	4
Chartered Private Tertiary Institutions	7

Regionally Owned (West Africa) Tertiary Institution	1
Public Universities/Professional Institutions	7
Public Technical Universities	8

Source: NAB, 2020.

Although, the increase in the demand for higher education has been as a result of the increase in the demand by the citizens of Ghana, Ofori-Atta (2007) points out that the rapid surge in the development of HEIs in Ghana has been attributed to collaborative efforts by government and the private sector in the development of the higher education sector. One key area that remains less investigated is the level of satisfaction of students about educational service delivery and how that impacts aspects of is students' inputs in the design of quality assurance policies and measures for improvement in their operations to ensure customer satisfaction.

Several studies have discussed factors that influence customer satisfaction and how it influences performance and management efforts, largely in the business sector. Gyamfi et al. (2012) argue that in times of tough tertiary education competition where many institutions offer similar programmes, the satisfaction of students' needs has been and will continue to be a growth driver for every school. In a competitive market, understudying customer's needs is an important factor in satisfying the customer. As a result, many firms throughout the world have moved from the product concept to being customer-centric or the marketing concept (Kotler, 2003). Satisfaction and service quality are also of great interest to service providers because of their important effect on customer retention (Choi, Cho, Lee, Lee and Kim, 2004; Seddon, 1997). Kotler (1996) confirmed this by elaborating that chances can likely occur for a customer to either reuse the service or recommend it to others, if the individual perceives earlier received service as above expectation. According to Khalifa and Liu (2003), retention is a major challenge as a customer can easily switch from one service provider to another at low cost or at no cost. Studies have also proved that a satisfied customer makes repeated purchases, talks favourably to others about the product, pays less attention to competition and sometimes overlooks product short comings (Kotler and Keller, 2006).

Given that customer service delivery can affect output, satisfaction and performance in organisations (Choi et al, 2004; Seddon, 1997), there have been several calls and commitments to provide and improve upon service delivery in educational institutions, particularly, from an African perspective. Students as major stakeholders need to be consulted often to seek their opinions in respect of service delivery. (Adu-Gyamfi, Addo and Adjapong, 2020; Adu-Gyamfi, Addo and Asamoah-Boateng, 2019). These calls have resonated among researchers because of the inconclusiveness of findings and/or exclusion of student's perspectives on how services offered by educational institutions affect satisfaction and performance and the kinds of services they would require in educational institutions in Africa.

Premised on the foregoing, this paper enquires whether students’ satisfaction in institutions is influenced by existing service delivery systems and its implications on decision making and loyalty to the institution. Using the Kwame Nkrumah University of Science and Technology (KNUST) in Ghana as a case study, this paper responds to this question by (i) assessing the relationship between students’ satisfaction in institutions and its implication on students’ decision making and loyalty to the institution; (ii) examining students’ perception on customer service delivery; and (iii) evaluating the kind of services students would prefer to receive in the future. On these research questions, the paper proposes a framework for promoting effective service delivery in tertiary institutions in Ghana, which may be applicable to other institutions elsewhere.

### **Research Approach**

The study adopted the case study strategy within a qualitative research design to achieve the objectives of the study. We identified the types of services provided by the University, assessed the relationship between students’ satisfaction about the services rendered and its implication on decision making and loyalty, and examined students’ perception on customer service delivery at KNUST. We conducted semi-structured interviews with 443 randomly selected students drawn from the six Colleges of the University, i.e., College of Agriculture and Natural Resources, College of Art and Built Environment, College of Humanities and Social Sciences, College of Science, College of Engineering and College of Health Sciences (See Table 2). To ensure representativeness of the population, the sample was drawn from the 1<sup>st</sup> to 4<sup>th</sup> years, except, the College of Health Sciences where the students sampled ranged from 1<sup>st</sup> to 6<sup>th</sup> year groups.

**Table 2: Sample size distribution**

<b>Colleges</b>	<b>Frequency</b>	<b>Percentage (%)</b>
College of Agriculture and Natural Resources	96	21.67
College of Art and Built Environment	58	13.09
College of Engineering	62	14.00
College of Health Sciences	86	19.41
College of Humanities and Social Sciences	77	17.38
College of Science	64	14.45
<b>Total</b>	<b>443</b>	<b>100.00</b>
<b>Year of Students</b>		
<b>Year of students</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Year 1	1	0.23
Year 2	170	38.37
Year 3	95	21.44
Year 4	163	36.79
Year 5	13	2.93
Year 6	1	0.23
<b>Total</b>	<b>443</b>	<b>100.0</b>

Source: Field Survey (July 2019)

A sampling frame of students in the various colleges was obtained from management of the institution, upon which the sample size was statistically determined. The simple random sampling technique was then employed to select the respondents, who were the units of enquiry. For purposes of easy identification, all students were tagged with special IDs that corresponded with their student reference numbers. In order to avoid selection bias, the random number generator (RNG) was then employed to facilitate the selection process. In effect, the 433 selected participants corresponded with the 443 randomised numbers generated by the RNG. The technique was deemed appropriate because it is effective in ensuring equal and non-zero chance of being selected to all respondents of the target population.

Semi-structured questionnaires were used to gather relevant data from the respondents. The semi-structured questionnaire gathered data on the acceptance of students' suggestions on service delivery by the institution, type of relationship between students and administrative staff, students' knowledge about KNUST and the programmes offered at KNUST prior to admission and readiness to recommend KNUST to prospective applicants. Other data collected were on the student's readiness to return to KNUST for further studies, readiness to pay for quality service, expectation of type of service to be provided and factors influencing students to enrol in KNUST.

Prior to the data analysis, all survey instruments were reviewed for completion and accuracy. The data was then compiled in a database. Quantitative techniques were employed to analyse responses from the participants. First, a list of factors influencing students to enrol in KNUST was obtained from analysis of relevant literature and responses from the participants. Having obtained the list, a seven-point Likert scale was used to ascertain in order of significance, the factors that influenced students to enrol in KNUST. The scale ranged from 1 (strongly disagreed) to 7 (strongly agree). The study further collected data on student's readiness to return to KNUST for further studies, readiness to pay for quality service, expectation of type of service to be provided in the future. Data on the above was presented using simple frequencies and percentages in appropriate tables and charts.

## **Results and Discussions**

### **Students' perception on customer service delivery**

The survey results showed that several factors (approximately 19) influenced student's decision to enrol in KNUST (See Table 3). In order of significance, it was realised that the top five factors that influenced student's decision to enrol in KNUST were reputation of the institution (81%), quality of education (77%), available programmes (71%), location and climate (63%) and accreditation (60%). The results revealed that the reputation of the institution was the first most influential factor students considered before enrolling in KNUST. It could, thus, be deduced that an individual's quest to enrol in KNUST is primarily based on his or her perception of the high reputation of the institution. This is in tandem with views expressed by Jung and Seock (2016) who

observe that negative corporate reputation significantly aggravates consumers' attitudes and purchase intention. In addition, Taylor and Baker (1994), Patterson and Johnson (1993) and Rust and Oliver (1994) all agree with this assertion to the effect that customers' decision to purchase a product is largely tied to their perception on the reputation of companies producing such products.

The second most important factor was the perceived quality of education offered by the institution where approximately 77% of the respondents asserted that quality education has enormous and long-term implications on student's decision to enrol in KNUST which is corroborated by the views of Serneels et al. (2017). This finding suggests the need for conscious commitment by all stakeholders (government, private sector, donors and civil society groups) to see to the provision of the necessary resources to promote quality education and enhance access.



**Table 3: Factors influencing Students to enrol in KNUST**

Influencing Factors	Rank (Frequency/Percentage)							Average Score (%)	Rank
	1 Strongly Disagree	2	3	4 Neutral	5	6	7 Strongly Agree		
Reputation of institution	16 (3.61%)	8 (1.81%)	9 (2.03%)	40 (9.03%)	80 (18.06%)	111 (25.06%)	170 (38.37%)	81	1 <sup>st</sup>
Quality of Education	17 (3.84%)	16 (3.61%)	10 (2.26%)	53 (11.96%)	72 (16.25%)	180 (40.63%)	91 (20.54%)	77	2 <sup>nd</sup>
Available programs	15 (3.39%)	33 (7.45%)	15 (3.39%)	57 (12.87%)	72 (16.25%)	124 (27.99%)	118 (26.64%)	71	3 <sup>rd</sup>
Location and Climate	26 (5.87%)	31 (7.0%)	18 (4.06%)	83 (18.74%)	60 (13.54%)	174 (39.28%)	44 (9.93%)	63	4 <sup>th</sup>
Accreditation	27 (6.09%)	16 (3.61%)	21 (4.74%)	100 (22.57%)	60 (13.54%)	100 (22.57%)	107 (24.15%)	60	5 <sup>th</sup>
Campus facilities	32 (7.22%)	37 (8.35%)	41 (9.26%)	63 (14.22%)	83 (18.74%)	97 (21.9%)	80 (18.06%)	59	6 <sup>th</sup>
Admission requirements	21 (4.74%)	31 (7.0%)	26 (5.87%)	107 (24.15%)	101 (22.08%)	97 (21.9%)	54 (12.19%)	56	7 <sup>th</sup>
Personal preferences	16 (3.61%)	50 (11.29%)	29 (6.55%)	91 (20.54%)	80 (18.06%)	78 (17.61%)	86 (19.41%)	55	8 <sup>th</sup>
Personal safety	18 (4.06%)	48 (10.54%)	38 (8.58%)	92 (20.77%)	103 (23.25%)	76 (17.16%)	56 (12.64%)	53	9 <sup>th</sup>
Career services	16 (3.61%)	22 (4.97%)	34 (7.67%)	128 (28.89%)	93 (20.99)	79 (17.83%)	60 (13.54%)	52	10 <sup>th</sup>
Admissions rate	32 (7.22%)	27 (6.09%)	41 (9.26%)	115 (25.96%)	67 (15.12%)	109 (24.60%)	42 (9.48%)	49	11 <sup>th</sup>
Flexible scheduling options	50 (11.29%)	50 (11.29%)	34 (7.67%)	97 (21.9%)	95 (21.44%)	71 (16.03%)	36 (8.13%)	46	12 <sup>th</sup>
Job placement rates	53 (11.96%)	57 (12.87%)	33 (7.45%)	106 (23.93%)	87 (19.64%)	57 (12.87%)	40 (9.03%)	42	13 <sup>th</sup>
Financial aid opportunities	41 (9.26%)	64 (14.45%)	33 (7.45%)	111 (25.06%)	83 (18.74%)	57 (12.87%)	43 (9.71%)	41	14 <sup>th</sup>
Cost of Education	67 (15.12%)	63 (14.22%)	38 (8.58%)	95 (21.44%)	53 (11.96%)	64 (14.45%)	53 (11.96%)	38	15 <sup>th</sup>

*Nuako, Appiah-Badu, Owusu & Adusei*

Selectivity	28 (6.32%)	34 (7.67%)	35 (7.90%)	185 (41.76%)	63 (14.22%)	66 (14.90%)	16 (3.61%)	33	16 <sup>th</sup>
Graduation rate	53 (11.96%)	66 (14.90%)	49 (11.06%)	135 (30.47%)	57 (12.87%)	51 (11.51%)	17 (3.84%)	28	17 <sup>th</sup>
Class Size (Student to teacher ratio)	99 (22.35%)	72 (16.25%)	74 (16.70%)	78 (17.61%)	54 (12.19%)	22 (4.97%)	32 (7.22%)	24	18 <sup>th</sup>
Size of lecturer to students' ratio	117 (26.41%)	75 (16.93%)	47 (10.61%)	98 (22.12%)	38 (8.58%)	28 (6.32%)	33 (7.45%)	22	19 <sup>th</sup>

The results further showed that students' knowledge about KNUST and the institution's programmes prior to admission were obtained from four major sources, namely, (i) relatives (28%), (ii) friends (25%), (iii) staff of the institution (8%) and (iv) the print and/or electronic media (39%). It is clear that the print or electronic media was a major source of information sharing which corroborates the assertion of Obiri-Yeboah, Owusu-Ansah and Odei-Lartey, (2013) that by and large, the introduction of IT or electronic media services by institutions has positively impacted the rate at which individuals patronise products and services of such institutions. Hence, the world has now transcended the decades where individuals necessarily had to be in the 'traditional state' of walking to institutions to inquire about available products and services. Today, growth in information technology has made it possible for individuals, including students, to undertake even complex operations without being physically present at educational institutions. In addition, approximately 26% of the students indicated that KNUST welcomes students' suggestions on service delivery, while 33% indicated otherwise. Hence, approximately 41% were not certain whether or not the institution welcomes students' suggestions on service delivery.

### **Students' perception on satisfaction and its implication on decision making and loyalty**

Satisfaction is argued to be a crucial concern for both customers and organisations, including educational institutions. Some of the major concerns of satisfaction include among others value, quality and satisfaction. According to Zeithaml (1988), value is the importance attached to services based on their usage and the amount of money paid in exchange. On the other hand, quality is meeting the needs and expectations of customers (Parasuraman, Berry and Zeithaml (1991), while Oliva, Oliver and MacMillan (1992) are of the view that satisfaction is the meeting of customers' needs or wants. Premised on these, the study examined the relationship between students' satisfaction and its implication on their decision making and loyalty to the institution.

First, the survey results showed that most respondents (55%) regarded themselves as customers of KNUST, and as such were in a position to remain loyal to the institution. On this, Khadka and Maharjan (2017) highlight the crucial role played by customer satisfaction, reflecting on student satisfaction, hence profit maximization of the organisation. The paper argues, therefore that KNUST should understand the extent to which students should be satisfied with the services rendered. Hence, 79% of the students were ready or willing to recommend KNUST to prospective applicants for reasons such as high-quality education, reasonable fees, availability of innovative programmes and more career opportunities, among others (See Table 4). As a result, approximately 81% of the respondents indicated that they were willing to pay more for quality services, while 60% was willing to return to KNUST for further studies. Although the respondents indicated their willingness to pay for high quality service, they felt neglected because their suggestions towards quality service provision were not adhered to. It is likely that this trend continues, it may affect their willingness to pay for quality service and could

compel them to look for other institutions that would incorporate their suggestions towards the provision of quality service from their perspectives.

**Table 4: Willingness to recommend KNUST to prospective applicants**

Variable	Frequency	Percentage
High quality of education	269	79.12
Reasonable fees	7	2.06
Availability of innovative programmes	9	2.65
Good learning environment and facilities	15	4.41
More career opportunities	27	7.94
National accreditation and International recognition	10	2.94
Location of School	3	0.88
<b>Total</b>	<b>340</b>	<b>100</b>

Source: Field Survey (July 2019)

The foregoing supports the assertion that student relations have been unavoidably embraced by most educational institutions. Student satisfaction, as a matter of fact, will lead to greater customer loyalty (Paul and Sudeepta, 2019). This, in the long-run, turns into profitability. Many educational institutions that rely on superior service quality have been found to be market leaders in terms of long-term loyalty and satisfaction (Anderson and Sullivan, 1993). Based on the above findings, it is, therefore, not an error for educational institutions to increasingly spend resources in understanding what makes their customers satisfied. This is because individuals with problems do not usually react and only 4% of them do complain; an individual with problems normally tells nine other people of it while satisfied individuals tell five other people of his/her good experience; keeping a current customer costs about one out of seven (1/7) of the cost of acquiring a new customer (Shaw, 2013). Generally, the effect of satisfaction to service provision on the loyalty and decision making of students is very minimal yet very significant. Consequently, the institution must take note since satisfaction is possible of being a high indicator of loyalty and influence the choice of students.

### **Evaluating the kind of services students would like to receive**

Considering that sustainability and effectiveness in the performance of an educational institution (in this study, KNUST) is dependent on feedback received from beneficiary customers as opined by Chandra, Purwati and Chandra (2019) the survey identified the types of services or products students required. The results from the survey showed that the majority of the respondents (approximately 64%) required affordable accommodation and quality facilities, followed by improved teaching (10%) (See Table 5). Affordable accommodation and the provision of quality facilities and services can be likened to the desire of students for conducive and peaceful environment for studies. Thus, tertiary institutions should improve facilities and make it affordable to engender conducive and peaceful studies. This finding corroborates that of other studies which indicate that poor educational facilities are major barriers to student enrolment and

retention at higher levels of education in Ghana (Shabaya and Agyemang, 2013). Therefore, there is the need to address any infrastructural gaps which are further rooted in Article 38(1) of the 1992 Constitution of Ghana, which states that “the State shall provide educational facilities at all levels and in all the regions of Ghana, and shall, to the greatest extent feasible, make those facilities available to all citizens”.

Other services expected to be provided by KNUST, according to students, are academic excellence (9.68%), better communication between staff and students (8%), improved security condition of students (4%), and better internet connectivity (2%) among others (See Table 5).

**Table 5: Expectation of type of service to be provided**

Type of service	Frequency	Percentage
Better Communication between Staff and Students	26	7.62
Academic Excellence	33	9.68
Affordable Accommodation and Quality Facilities	218	63.93
Better Internet Connectivity	8	2.35
Improved Lecturing	34	9.97
Student Security	13	3.81
Guidance and Counselling	2	0.59
Academic Collaboration with other Institutions	7	2.05
<b>Total</b>	<b>341</b>	<b>100</b>

Source: Field Survey (July 2019)

### **Conclusion and Implications for Practice**

Service delivery and student satisfaction as well as involvement in decision making are key to contributing significantly towards achieving Sustainable Development Goal 4 (Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all). Premised on this, the paper examined the relationship between students’ satisfaction and its implication on students’ decision making and loyalty, their perception on customer service delivery, and the kind of services students would like to receive. The paper described the nature of service delivery and the level of students’ satisfaction in the university setting. The study found among other things that students of the KNUST saw themselves as customers of the institution. The respondents demonstrated their willingness to pay for quality customer service and were willing to recommend the institution to prospective students. The majority of the respondents expected affordable accommodation and quality facilities ahead of other considerations such as better communication between staff and students, academic excellence, better internet connection, improved lecturing, student’s security, guidance and counselling and academic collaboration with others. The majority of the respondents, however, held the view that their suggestions concerning service delivery improvement were not adhered to by the institution. This has implications on the future decisions of students about the services provided by KNUST because the majority of the respondents believed that they were not involved by KNUST service delivery in terms of publicising programmes. Interestingly, most of the respondents’ revealed that their level of

satisfaction had little or no effect on their loyalty. Based on the findings, we recommend that university authorities institute mechanisms that would make students a major part of the decision-making process of the institution in terms of service delivery, apart from their core representatives i.e. the Student Representative Council (SRC). In addition, there should be conscious effort to inculcate the suggestions or opinions of students in decision making as this would encourage them to voice any concerns they may have against the institution. The institution must ensure that the goodwill it has with its current students is maintained so that they would serve as good marketing avenues in recommending programmes of the institution to other prospective students. In addition, it is being recommended that KNUST devises strategies that use staff as a unique avenue in publicising its products and services. Electronic means of communicating with the public must be constantly reviewed to achieve optimum results to the advantage of the institution. The institution must find ways of providing affordable accommodation and quality facilities such as reliable internet connectivity, security, counselling services and academic collaborations. Finally, it is recommended that the views of one of the major stakeholders of the institution (students) should be constantly taken into consideration in reviewing the progress of the institution.

## **References**

- Addo P. K. (2010). Governmental Role in the Provision of Quality Education. *Ghana Journal of Education and Teaching (GHAJET) No 11*; November, 2010:10-16.
- Addo P. K. (2010). The Contribution of Higher Education in National Development. *International Journal of Educational Leadership (IJEL).2 (2):81-87*
- Addo, P. K. and Akoto, J. S. (2019). Implications of Student Exit Survey on Management and Administration of Higher Education in Ghana. *International Journal of Psychology and Education*. Vol. 3: 164-180.
- Adu-Gyamfi, E., Addo P. K. & Asamoah-Boateng C. (2019). An Examination of Differences Between the Mean Indicator Ratings by Different Stakeholders in Distance Education Programme. *International Journal of Higher Education*. Vol. 8, No. 4 August: 72-78. doi:10.5430/ijhe.v8n4p72.
- Adu-Gyamfi, E., Addo, P. K., and Adjapong, A. (2020). Stakeholders' Perception of Quality in Distance Education Programme and its implications for Educational Administration in Ghana. *Ghana Journal of Higher Education*. Vol. 6: 34-47.
- Anderson, E. W., and Sullivan, M. W. (1993). The antecedents and consequences of customer satisfaction for firms. *Marketing Science*, 12(2), 125-143.
- Chandra, S., Purwati, A. A., and Chandra, J. (2019). The influence of service quality, university image on student satisfaction and student loyalty. *Benchmarking: An International Journal*.
- Choi, K. S., Cho, W. H., Lee, S., Lee, H., and Kim, C. (2004). The relationships among quality, value, satisfaction and behavioral intention in health care provider choice: A South Korean study. *Journal of Business Research*, 57(8), 913-921
- De Sas Kropiwnicki, Z. O., Elphick, J., and Elphick, R. (2014). Standing by themselves: Caregivers' strategies to ensure the right to education for children with disabilities in Orange Farm, South Africa. *Childhood*, 21(3), 354-368.
- Elfert, M. (2019). Lifelong learning in Sustainable Development Goal 4: What does it mean for UNESCO's rights-based approach to adult learning and education? *International Review of Education*, 65(4), 537-556.

- Elnaga, A., and Imran, A. (2013). The effect of training on employee performance. *European Journal of Business and Management*, 5(4), 137-147.
- Engelbrecht, P., Nel, M., Smit, S., and Van Deventer, M. (2016). The idealism of education policies and the realities in schools: The implementation of inclusive education in South Africa. *International Journal of Inclusive Education*, 20(5), 520-535.
- Gyamfi, D. A., Agyeman, A., and Otoo, A. K. (2012). Assessing the provision of quality students' service and satisfaction in tertiary institution in Ghana: Using Cape Coast Polytechnic as Case Study. *Asian Journal of Business and Management Sciences*, 1(12), 20-32.
- Jung, Na and Seock, Y-K., (2016). The impact of corporate reputation on brand attitude and purchase intention. *Fashion and Textiles*. 3. 10.1186/s40691-016-0072-y.
- Khadka, K., and Maharjan, S. (2017). Customer satisfaction and customer loyalty: Case trivsel städtjänster (trivsel siivouspalvelut)
- Khalifa, M., and Liu, V., (2003). Determinants of satisfaction at different adoption stages of Internet-based services. *Journal of the association for information systems*, 4(1), 12.
- Kotler, P., and Keller, K. L. (2006). *Marketing Management 12e*. Upper Saddle River, New.
- Kotler, P. (2003). *Marketing for Hospitality and Tourism*, 5/e. Pearson Education India.
- Kotler, P. (1997). *Marketing Management: Analysis, Planning, Implementation and Control*, 9th Edition
- National Accreditation Board. (2019). Accredited Tertiary Institutions as at December 31, 2019 available at <http://www.nab.gov.gh/news/557-accredited-tertiary-institutions-as-at-december-31-2019>
- Obiri-Yeboah, K., Owusu-Ansah, W., and Odei-Lartey, E., (2013). Factors that Drive Internet Usage among Small and Medium Scale Enterprises: Evidence from Ghana. *International Journal of Management and Marketing Research* 6. 22-37.
- Ofori-Attah, K. D., (2007). Expansion of higher education in Ghana: Moving beyond tradition. *Comparative and International Education Society Newsletter*, (142).
- Oketch, M., and Ngware, M. W. (2012). *Urbanization and Education in East Africa*. African Population and Health Research Center. ISBN978-9966-21-175-0.
- Oliva, T. A., Oliver, R. L., and MacMillan, I. C. (1992). A catastrophe model for developing service satisfaction strategies. *Journal of marketing*, 56(3), 83-95.
- Opoku-Asare, N. A. A., and Siaw, A. O. (2015). Rural–urban disparity in students' academic performance in visual arts education: evidence from six senior high schools in Kumasi, Ghana. *SAGE Open*, 5(4), 2158244015612523.
- Serneels, P., Beegle, K., and Dillon, A. (2017). Do returns to education depend on how and whom you ask? *Economics of Education Review*, 60, 5-19.
- Shaw, C. (2013). 15 Statistics That Should Change the Business World – But Haven't. available at <https://www.linkedin.com/pulse/20130604134550-284615-15-statistics-that-should-change-the-business-world-but-haven-t>
- Organisation for Economic Co-operation and Development. (2009). The return to investment in education available at <http://www.oecd.org/education/thereturntoinvestmentin-education.htm>
- Parasuraman, A., Berry, L. L., and Zeithaml, V. A. (1991). Refinement and reassessment of the SERVQUAL scale. *Journal of retailing*, 67(4), 420.
- Patterson, P. G., and Johnson, L. W., (1993). Disconfirmation of expectations and the gap model of service quality: an integrated paradigm. *Journal of Consumer Satisfaction, Dissatisfaction and Complaining Behavior*, 6(1), 90-99.

- Paul, R. and Sudepta P., (2019). Achieving Student Satisfaction and Student Loyalty in Higher Education: A Focus on Service Value Dimensions, *Services Marketing Quarterly*, 40:3, 245-268, DOI: 10.1080/15332969.2019.1630177
- Republic of Ghana. (1992). Constitution of the Republic of Ghana
- Rust, R. T., and Oliver, R. L. (1994). Service quality: insights and managerial implications from the frontier. *Service quality: New directions in theory and practice*, 1-19.
- Seddon, P. B. (1997). A re-specification and extension of the DeLone and McLean model of IS success. *Information systems research*, 8(3), 240-253.
- Shabaya, J. and Konadu-Agyemang, K., (2004). Unequal Access, Unequal Participation: Some Spatial and Socio-Economic Dimensions of the Gender Gap in Education in Africa with Special Reference to Ghana, Zimbabwe and Kenya. *J. Comparat. Educ.* 34(4):395.
- Taylor, S. A., and Baker, T. L. (1994). An assessment of the relationship between service quality and customer satisfaction in the formation of consumers' purchase intentions. *Journal of Retailing*, 70 (2), 163-178.
- Trow, M. A. (2005). An American perspective on British higher education: the decline of diversity, autonomy and trust in post-war British higher education.
- UNESCO. (2017). Convention on the Rights of the Child available at <https://www.unicef.org/child-rights-convention>
- Wilson-Strydom, M., and Okkolin, M. A. (2016). Enabling environments for equity, access and quality education post-2015: Lessons from South Africa and Tanzania. *International Journal of Educational Development*, 49, 225-233.
- Zeithaml, V. A. (1988). Consumer perceptions of price, quality, and value: a means-end model and synthesis of evidence. *Journal of marketing*, 52(3), 2-22.



**GHANA JOURNAL OF HIGHER EDUCATION MANAGEMENT**  
**(AN OFFICIAL JOURNAL OF THE GHANA ASSOCIATION OF UNIVERSITY**  
**ADMINISTRATORS)**

**CALL FOR PAPERS**

The Ghana Journal of Higher Education Management accepts articles that address research, theory or practice in all aspects of Higher Education management. The journal welcomes position papers, essays on current issues and reflective reports on innovative practices.

**NOTES TO CONTRIBUTORS**

1. A cover letter should accompany all articles. **It should include all authors' names and institutional affiliations.** The cover letter should have the **contact address of the lead author** to whom all correspondence regarding the article would be directed (**Email addresses are preferred**).
2. **Every effort should be made to see that the manuscript itself contains no clues to the authors. The first page of text should include the title of the manuscript.**
3. Articles should not exceed 4,000 words excluding the abstract, and references. The abstract should not exceed 200 words. Typescripts should be on A4 paper, double-spaced using Times New Roman and typed on one side only. Pages should be numbered. Between two and six keywords that best describes the article should be provided.
4. Articles must be original, well written, coherent, and logical.
5. Referencing should follow the American Psychological Association (APA) style. Unlink all references from the text if bibliographic software was used. **Articles that contain incomplete citations would be rejected.**
6. It is a condition that articles are not simultaneously submitted or published anywhere. Receipts of all articles will be acknowledged promptly.
7. The decision of the journal's assessors to publish or not will be communicated without delay.
8. All manuscripts must be written in English language and processed with Microsoft Word.
9. There shall be a vetting and publication fee of US\$100.00 or its cedi equivalent for each article accepted for publication for Non-members

**All manuscripts should be submitted to:**

**The Managing Editor**  
**Ghana Journal of Higher Education Management**  
**University Printing Press**  
University of Education, Winneba  
P. O. Box 25,  
Winneba  
Ghana.  
**Email: [ghajhem@uew.edu.gh](mailto:ghajhem@uew.edu.gh)**



University Press, KNUST, Kumasi  
0322493231

# **GHANA JOURNAL OF HIGHER EDUCATION MANAGEMENT**

40th Anniversary Edition

**VOLUME 6, AUGUST, 2020**  
**ISSN: 0855-6156**