

# Assessment of Students' Satisfaction: A Case Study of Dire Dawa University, Ethiopia

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## Abstract

Universities in the modern world are expected to seek and cultivate new knowledge, provide the right kind of leadership and strive to promote equality and social justice. The general objective of the study is to investigate the satisfaction level of undergraduate level students enrolled in regular program of Dire-Dawa University and there by understand Dire-Dawa University's level of service quality perceived by the students. A cross-sectional study design was conducted on students of the university selected using stratified random sampling technique. The study was anchored on the model developed by Parasuraman et al. (1988) known as SERVQUAL. Results revealed that the satisfaction level of students in the overall service of the university is 65.4%. Additionally there is significant variation in students' satisfaction across sex regarding student-instructor interaction, administrative student support service and facility supervision whereas no significant variation was seen regarding satisfaction due to undergraduate and post-graduate programs. Therefore it could be possible to conclude that majority of the students are satisfied with the service that the university offers. However it was also found that the number of the dissatisfied group was not insignificant, and therefore more effort should be made to make the satisfaction level of the students much better than the current level.

**Keywords:** Dire-Dawa, Student satisfaction, Service quality

## 1. INTRODUCTION

Service quality is commonly noted as a critical prerequisite for establishing and sustaining satisfying relationship with valued customers. Many organizations emphasize on service quality due to their strategic role in enhancing competitiveness especially in the context of attracting new customers and enhancing relationship with existing client (Ugboma, *et al*, 2007). A perceived service quality is a forerunner to satisfaction. Thus, a proper understanding of the antecedents and determinants of client's satisfaction can be seen as to have an extraordinarily high monetary value for service organization in a competitive environment (Jalal, *et al*, 2011). The perception of quality is multilateral: quality means different things to different people (Gerson, 1993) and from the perspective of quality's dimensions (input, process and output) and from the perspective of the stakeholders, there are many views of quality (Reichheld, 1996).

Despite the lack of consensus over the concept of quality, service quality has now become one of the central components of reform and policy instruments to adapt in higher education institutions to the increasing expectation from both internal and external stakeholders all over the world (Mulu, 2012). In order to make the institutions progressive and effective its clients' expectations, their preferences and quality perception about the overall environment of the institution should be kept by the higher authorities of the institute (Palacio *et al.*, 2002).

Now days, the concept of service quality and level of satisfaction had got considerable attentions in public as well as in private sector. According to Malik, *et al.*(2010), the quality service in service educational institutions is an important factor that is considered for attracting and retaining the students in particular and other stakeholder/customer in general. The need to retain service quality in universities doesn't only associate with its importance rather it also serve as a basic ingredient in achieving excellence at higher education level. It had also been explored that universities start realizing that the education and other services they offer should be considered as a business like other service industries and they should focus on student's, academic staff's and all other stakeholders' expectations and perceptions while delivering the service (Malik *et al.*, 2010; Mulu, 2012).

An institution can achieve success only by understanding and fulfilling the needs of customers. From a total quality perspective, all strategic decisions an institution makes are "customer-driven." In other words, the institutions must show constant sensitivity to emerging customer and market requirements. According to the study by Collart (2000), one of the determinants of success of a firm is how the customers perceive the resulting service quality, as this is the key driver of perceived value. It is the perceived value which determines customer satisfaction. Many firms including universities begin to track their customers' satisfaction through measuring their level of service quality perceived by their customers. The most widely used model to measure perceived service quality was developed by Parasuraman *et al.* (1985, 1988) known as SERVQUAL. According to this model, five dimensions of service quality are: Tangibles, Reliability, Responsiveness, Assurance and Empathy

In an effort to define and measure service quality in service sectors, various models have been prevailed.

However, “SERVQUAL” model developed by Parasuraman, Zeithaml and Berry (1985, 1988) were the most commonly used model and had been widely used in almost all the service organizations (Smith *et al.*, 2007;). Parasuraman *et al.* 1985 pp.41-50., listed ten determinants of service quality that can be generalized to any type of service. The ten dimensions were then regrouped in the well-known five dimensions in the SERVQUAL model (Parasuraman *et al.*, 1990, pp. 29-38) which include assurance, empathy, reliability, responsiveness and tangibility. Moreover, a modified SERVQUAL instrument as adapted by Ijaz *et al.* (2002), is used to measure the satisfaction level of communities in Dire Dawa university and at the same time to evaluate the service quality of this university based on all its clients perceptions.

### 1.2 Statement of the Problem

The higher education sector in Ethiopia has undergone enormous growth in recent years. According to Ministry of Education (MOE, 2009), the number of higher education institutions and the intake capacity of both the undergraduate and graduate programmes in public higher education are increasing rapidly. However, the rapid increase in the gross enrolment rate has challenged the overall quality of education, particularly in the context of severely limited resources (UNICEF, 2014). Having recognized these problems, the Ministry of Education (MOE) is currently engaged in a highly motivated effort to reform the country’s higher education system including quality improvement program. In spite of this, reform in Ethiopian higher education includes establishing supporting agencies such as the Higher Education Relevance and Quality Agency (HERQA), and the Educational Quality Improvement Programme (EQUIP) which are responsible for assuring quality of the education system in Ethiopian higher learning institutions.

Dire Dawa University, as a governmental organization, is engaged in the teaching-learning process and it is striving towards enhancing research, knowledge transfer, and community service in accordance to the demand of the country. Even though all these services are provided by the university, the satisfaction level of the users should be measured through scientific research. Considering this, and as part of the continuing effort to improve its services, the University is seeking information in every academic year about the quality of its service through continuous *customer satisfaction study*.

### 1.3 Objective of the Study

The general objective of the study is to investigate the satisfaction level of undergraduate level students enrolled in regular program of Dire-Dawa University and there by understand Dire Dawa University’s level of service quality perceived by the students.

#### Specific objectives

- To assess satisfaction level of students with teaching and learning service of the university
- To investigate students’ satisfaction level with administrative support service of the university
- To compare students’ satisfaction with different services delivery of the university across sex

## 2. LITERATURE REVIEW

### 2.1 Satisfactions in Universities

Universities in the modern world are expected to seek and cultivate new knowledge, provide the right kind of leadership and strive to promote equality and social justice. As Johnes and Taylor (1990) stated, the goals of higher education are to provide an in-depth knowledge, seek academic development, educate students, as well as to coordinate national development demands. In achieving the mission and goals of the university, many factors should be taken into consideration especially the welfare of its human resource: how do they feel about their job? Do they satisfied with the job content, job demand and compensation they obtained as an exchange with their job? In literature there were a lot of studies done in measuring job or employees’ satisfaction although a study on this issue among lecturers are relatively scarce. The study of job satisfaction among lecturers is vital since understanding of the factors involved in job satisfaction is crucial in improving the happiness of workers (Okpara, Squillace, Erondy 2005) and promoting organizational loyalty. This influences the mental and physical wellbeing of the lecturers in their work, as well as the quality of their teaching, which is important in the attraction of quality students and the quality of the lecturers’ research and academic development. Understanding whether academics are satisfied or dissatisfied with their work may also lead to improvements and innovations in their teaching. Furthermore, the understanding about job satisfaction can also helping the university to retain the potential academics, lower absenteeism and turnover rate, as well as attracting new competent staff to the university.

In addition to discover differences in variables in light of monthly income, she found a significant correlation between work values and job satisfaction. Relationship between faculty productivity and JS was examined by Mamiseishvili and Rosser (2011) and found that the undergraduate teaching and service productivity was significant and negatively related to faculty job satisfaction. They recommended that, higher education institution need to rethink their reward structures, values systems, and expectations placed on faculty

work in order to keep productive faculty satisfied with their jobs, and encourage them with the workplace that is more appealing and attractive. Also the relationship between job stress and job satisfaction among the faculty members revealed that most of the employees were averagely satisfied on each variable used in questionnaire (Manzoor et al, 2011). Mangi et al (2011), found that the motivator and job satisfaction components have significant impact on the overall job satisfaction of the non-PhD faculty and recommended the importance of focusing on the job motivators (Advancement, Recognition, hygiene, Interpersonal, administration relationship, policies, compensation).

Sabri et al (2011) studied Organizational Culture related to managers employees and its impact on the JS of the University Teachers of Lahore and found that the effect of both kinds of culture on job satisfaction is positive and significant. A study about stress and job satisfaction among university teachers was held by Necsoi (2011) and found negative correlation between stress and job satisfaction, while women reported a high level of anxiety and depression and a low level of job satisfaction and are found to be significantly different on these scales from their male counterparts. The study also explored that academics with tenure have substantially greater job satisfaction than their colleagues without tenure. Academic title or the types of the faculty do not produce significant differences among subgroups of teachers within the measured variables. Malik (2011), argued that "in teaching it is more important to have mental commitment and loyalty than physical presence". In his study he found that, the faculty members were generally satisfied with their jobs. However, male faculty members were less satisfied than female faculty members. The factor "work itself" was the most motivating aspect for faculty. The least motivating aspect was "working conditions." The demographic characteristics were negligibly related to overall job satisfaction. The study of Du et al (2010) investigated 1770 teachers from different levels, types and academic fields of Chinese universities to know the relationship between JS with six dimensions (career, development, school management, teaching, and research services, salary, benefits and logistical services, professional reputation, teaching and research facilities, and the work itself) and the organization characteristic of the university. They found that the overall JS level was close to average, while salary and benefits scored the lowest level of satisfaction.

Ghazi et al (2010) in their study to assess the general satisfaction level of university teachers in North West Frontier Province Of Pakistan, they show that teachers were satisfied with work variety, creativity, moral values, compensation, work itself, colleagues and cooperation.

Platsidou, M. & Diamantopoulou, G. (2009) results showed that the Greek academics were moderately satisfied with their job; no statistical significant effects of the demographic factors (such as age, gender, working experience and marital status) were found. To Sabharwal and Corley (2009) female faculty members expressed lower levels of satisfaction when compared with male faculty members. Lancy and Sheehan (1997) studied aspects of academics' satisfaction with their jobs across the eight nations (Australia, Germany, Hong Kong, Israel, Mexico, Sweden, UK, USA). They found differences in the international academic climate. Results indicated that factors related to the environment in which academics work, including university atmosphere, morale, sense of community, and relationships with colleagues, are the greatest predictors of JS. To Bilimoria et al (2006) JS is influenced by the institutional leadership and mentoring they receive. Ssesanga and Garrett (2005), emphasized that no evidence is adduced to support a gender influence on JS, while Castillo and Cano, (2004), found faculty members' JS. However, female faculty members were less satisfied than male faculty members and the factor "work itself" was the most motivating aspect for faculty. The least motivating aspect was "working conditions." The demographic characteristics were negligibly related to overall job satisfaction. Terpstra and Honoree (2004) in their study of JS and pay satisfaction levels discovered positive relationship between salary level, job and pay satisfaction. Finally, Beliaeva G. F. et al (2001) survey showed that most of the women who are science associates and university instructors are happy with their job. The higher the job status of the female instructors the higher the degree of their satisfaction with their jobs at the university. Among the science cadres, the highest assessments were given by senior science associates and heads of units. Dissatisfaction was expressed most often by those between the ages of *thirty-one and forty*.

The student's academic satisfaction levels are the major concern to university administration as well as academic and educational planners. Therefore it has caused a number of researchers to study different aspects of the academic life and the students evaluation of it . It is normally used as a way of evaluating the academic experience of university administration as well as justifying any fiscal commitments. This particular aspect of the academic experience is vital to any improvements efforts attempted by any college academically or administratively and it is shared globally. Many studies have been conducted to evaluate the performance of students at different levels. All of which have dealt with this issue from different perspectives. Neumann and Neumann argue that the concept of student satisfaction is composed of four factors (sex, major, school years, and academic performance). Each of these factors is best predicted by a different combination of independent variables. However academic performance is a dominant predictor of all four factors. A student attitude inventory (SAI) was developed by Thompson in Britain which contains 47 items to identify students in higher education on the basis of 1) motivation, 2) study methods, 3) examination technique and 4) lack of distraction

towards the academic work.

A third study by Margrain investigated the students personal characteristics and their predictive potential for academic achievement. Feldman studied students evaluations of their courses and teachers. He found that college students anticipated or actual grades in class were in fact positively related to their evaluation of their courses and teachers. Teaching effectiveness is another aspect which was studied by Atieh, Alfaraj, and Alidi. They presented a model based on the assumption that teaching effectiveness is a linear function of five variables: a) students evaluation, b) graduating students evaluation, c) chairman's input, d) colleagues input, and finally e) course file[5]. This multidimensional model was developed to select the best faculty member for a teaching award. A different type of research was examining the basic principles of academic evaluation, using ABC system of grading and its rival the GPA system. Huntley have studied this aspect and provided some analysis, proposals, and suggestions for the reform of the current system of academic evaluation. Yet another type of research is probing the learning approach and its outcomes. Saljo in his empirical observations, described a distinction between a memorizing reproductive strategy on one hand, and on the other hand a strategy which is focusing on comprehending main ideas and principles. Harvey reports on the University of Central England experience with their student satisfaction survey which they conduct annually, and suggests that the three levels of student feedback, namely teacher assessment, questionnaires and course or module feedback, are the main factors to be considered in making the management strategic decision making at the university. Fulford on the other hand is suggesting in his research that when students perceive interaction to be high, they will have more positive satisfaction towards the instruction than they will when interaction is perceived as low. In short, very little has been done so as to highlight what are the stronger factors in the student academic satisfaction. An extensive review of literature, in the field of academic evaluation and performance, were also examined, but did not yield any result so as to enhance or compare with this study. With this in mind a survey was conducted among the students of the College of Environmental Design (CED), at King Fahd University of Petroleum and Minerals. This study is based on the outcome of that survey. The aim was to study the current CED student body reactions and responses to certain questions regarding their selection of their majors and their satisfaction levels in three main categories: faculty, facility, and curriculum, along with some other related issues. This survey was essential to see the response of the committed group at the undergraduate studies level that is after they have made the selection.

### 2.3 Student satisfaction

Kotler et al. (2009, p.120) define satisfaction as 'a person's feeling of pleasure that result from comparing a product's perceived performance (or outcome) to their expectation'. It means if the performance matches the expectation, the customer will be satisfied. In the context of higher education, the matter of satisfaction is what students expect from their educational institution, in fact, everything that makes them eligible to become productive and successful person in their practical lives. Reid (2008) has classified few basic characteristics that employers normally seek from university graduate. These include knowledge, intellectual abilities, ability to work in modern organizations, interpersonal skills, and communication skills (Reid, 2008). In addition, there are other invisible characteristics required by the market and that include: willingness to learn, be participative and positive to work in teams, problem solving skills, analytical abilities, leadership qualities, adaptability, flexibility, ability to summarize key issues, and last but not least the ability to be productive and loyal team/organizational member. The attainment of these skills and abilities is what parents expect when they decide to send their children for higher education in universities. The question under consideration here is if university graduates are provided necessary facilities that make their experience conducive and attainment of necessary skills and abilities possible. This is crucial not only to students' individual success but the success of economy of the country on the whole as well. In this regard, Umbach and Porter (2002) argued that institutional impact on the students' outcome is still unknown, and if anything is known, that is somewhat contradictory. Moreover, it is worth mentioning that different academic disciplines vary in term of their application of practical problems, cognitive processes, faculty time commitment and scholarly output. Hence, it is quite difficult to conclude institutional impact on students' outcome. However, among the earlier researchers, Cameron and Ettington (1988) and Hartnett and Centra (1977) measured the impact of departmental culture and climate on students' leaning and satisfaction.

Much of the current knowledge on student satisfaction can be traced from studies during a period of unrest in the late 1960s and early 1970s (Betz et al. 1970; Pervin, 1967). Interestingly, the focus of these early studies was the level of satisfaction as opposed to cause of satisfaction (see for example, Bean and Bradley, 1986). In literature, there exists an interesting debate suggesting that students' expectation build prior to enrolment in a college or university, while satisfaction exists during his/her stay in college or university. For example, Palacio et al. (2002) suggest that student expectation normally build even before entering the university. The image of an institution affects students' mindset that in turn affects their decision to enroll in that particular institution that later on directly affects students' satisfaction with the institution. However, Carey et al. (2002)

stressed that satisfaction actually covers issues of students' perception and experiences during their academic years. This has been supported by Kara (2004) who employed empirical data and conceptual model to prove that students' college experience is positively related to their satisfaction and intentions to stay at college or university. Earlier, Keaveney and Clifford (1997) have presented students satisfaction and retention model. According to this model, faculty, advising staff and class room facilities normally shape student practical college experience and therefore considered key satisfaction and retention components.

Researchers have also measured students' satisfaction in context of many tangible and intangible elements and characteristics. For example, Feldman and Newcomb (1969) and Pascarella and Terenzini (1991) have explored relationship between student learning experiences and their learning, development and satisfaction. Pike (1994) and Pace (1979) have suggested alumni satisfaction as an excellent tool for assessing the effects of educational institution on students. Based on the studies of Pascarella and Terenzini (1991) and Umbach and Porter (2002), it is stated that intellectual and personal developments are among key satisfaction outcomes of educational institutions. Moreover, they found variables like faculty contact with students, research emphasis, and proportion of female students had significant impact on student satisfaction. Ewell (1989) has observed negative correlation between institutional culture and its impact on student performance.

The contradiction exists in literature regarding relationship between grades and students satisfaction. Authors like Liu and Jung (1980) and Pike (1991) have observed moderate relationship, while Bean and Bradley (1986) found no relationship at all. However, Centra and Rock (1983) and Lavin (1965) observed significant relationship between grades and student satisfaction. On the other hand, limited attempts have been made to measure impact of gender, ethnicity, race, religion, and migrations from one educational institution to another, on student satisfaction. However, existing evidence reports less satisfaction among female students as compared to male students (for example, Rienzi et al. 1993).

Numerous studies have addressed the issue of service quality and student satisfaction. For example, Fitri et al. (2008) have observed service quality dimension i.e. tangibility, responsiveness, reliability, assurance, and empathy as positive contributors towards student satisfaction. Some other authors like Bigne et al. (2003), Ham and Hayduk (2003) and Elliot and Shin (2002) have reported significant relationship between service quality i.e. service reliability, responsiveness, empathy, assurance, tangibility etc and satisfaction in higher education settings. Spreng and Mackoy (1996) reported that perceived service quality is an antecedent to satisfaction. Faculty continues to be the most significant influence on student experience and satisfaction in universities. In this regard, universities have adopted student evaluation of teaching effectiveness to enhance student satisfaction. Student evaluation of teaching (SET) is among the most frequently used performance measurement instruments used by higher education institutions across the world (Pounder, 2007; Stratton, 1990). Student evaluation of teaching (SET) questionnaire is a control device used to measure teaching effectiveness as stated by concerned students (Crumbley et al. 2001). Historically, a number of studies confirmed that student teaching evaluation has provided reasonably valid multidimensional measures (Holtfreter, 1991; Marsh & Roche, 1997; McKeachie, 1987). The main aim of the SET is to measure the teaching performance/effectiveness of faculties at a university. Moreover, this technique is used in educational institutions to assess the capabilities and competencies of academic staff and as a result, assessment score depicts that on what basis students perceive their teachers in their minds that directly affects their satisfaction.

In context of Pakistan, majority of the studies have focused on the ways to improve the quality of higher education, unfortunately, no significant study has probed the issue of student satisfaction. For example, Hanif et al. (2008) examine the use of balance scorecard to enhance accountability and performance in higher education institutions concluding that long-term vision through consistent performance evaluation is the key to enhance performance in higher education. Reid (2008), while making comparison between higher education in Scotland and Pakistan, highlighted industry as a source of evaluation parallel to internal evaluation system. Moreover, he suggested an increase in the number of PhD qualified teachers throughout the country. Owais and Akber (2008) commented how to improve research/PhD education in the country. Aurangzeb (2008) presented a work integrated learning model for students. The Model suggests the role of three key educational players i.e. students, higher education institutions, and industry to improve education and student satisfaction in the country. Hafeez and Fatima (2008) have highlighted the importance of strategic partnership between universities and industry. They have presented a conceptual model with the focus to transform the kind and level of collaboration between universities and industry. Nasira et al. (2008) have presented comprehensive debate on the importance of international ranking and its impact on student mindset while selecting a college or university for higher education. They have suggested that college or university ranking should not be the only criteria to select any institution for higher education rather student must gather necessary other information before making final selection.

### 3. METHODOLOGY

#### 3.2. Study Design

A cross-sectional, mixed study design was conducted on students from June 04 to 25, 2015/16. Students from different work divisions/departments within the University were incorporated.

#### 3.3. Sampling Design and Techniques

The study respondents' were sampled from 10,114 students enrolled in 2015/16 academic year at Dire Dawa University within the regular program. Students were sampled proportionally to obtain a representative sample by department and class year. Estimated proportion of satisfaction levels for students was obtained from the 2014/15 baseline satisfaction survey result and were used for sample size calculations.

Using 95% confidence level, two percent margin of error and an estimated total enrollment of 10,114 students the calculated sample size was 1685. The formula below (Cochran, 1977) was used to determine the sample size:

$$n_0 = \frac{Z_{\alpha/2}^2 pq}{d^2} \dots\dots\dots(1)$$

Where  $Z_{\alpha/2} = 1.96$ , (p) proportion and (d) margin of error used are the figures mentioned above. Using enrollment of 10,114 students, the sample size was proportionally allocated to each stratum (department and enrollment year) and students were finally selected using simple random sampling.

#### 3.4 Study Variables

The Student satisfaction measures are related to facility provision, instructor student interaction, administrative student support and programs & others service.

#### 3.5. Data Collection Method

Data collection staff included three researchers, eleven academic staff from various colleges and were briefed on the study protocol and data collection processes. Primary data was collected from all the stakeholders involved in the study. Quantitative data was collected using self-administered questionnaire and qualitative data was collected using interview. The qualitative data was later transcribed for triangulation.

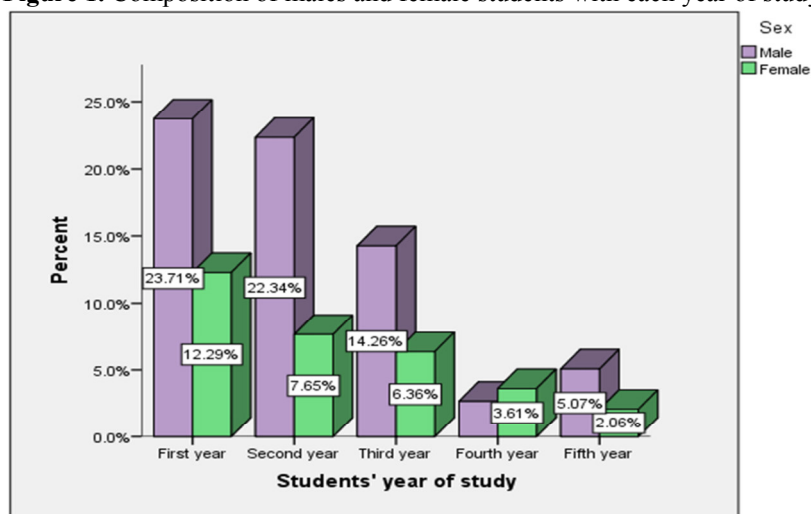
#### 3.6. Method of Data Analysis

Prior to data feeding, questionnaires from each of the population were reviewed thoroughly. Data were fed into IBM SPSS 21.0 by experienced data clerk with direct supervision from the researchers. After data entry completion data cleaning and analysis was conducted by the researchers. Data cleaning mainly involved checking each of the variables throughout for coherence and consistence including checking/comparing missing values against the paper questionnaires. Items were also checked for statistical validity & reliability using Cronbach-alpha and found to have a result of 0.8 and beyond. Finally data was analyzed mainly using descriptive statistics and sex wise comparison of satisfaction was made using one-way ANOVA.

### 4. RESULTS AND DISCUSSION

The result in Figure 1 below presented that in all years of study i.e. from year one to year five the number of males is higher except in fourth year students where females students surpassed males students in slight amount.

**Figure 1.** Composition of males and female students with each year of study



The indicators used to measure satisfaction of the students are mainly related facility provision, instructor-student interaction, administrative student service and programs & others

#### 4.1. Facility Provision

In terms of facility provision majority of the students, 868 (70.01%) were satisfied with the library service and majority of them, 795 (64%), were dissatisfied with the internet service of the University. Additionally students' satisfaction with the book store service, laboratory facility and class rooms is more than 60%.

**Table 1.** Student Satisfaction with Facility Provision in DDU, Dire Dawa Ethiopia, 2015/16

|                       | Satisfied n(%) | Indifferent n(%) | Not satisfied n(%) |
|-----------------------|----------------|------------------|--------------------|
| 1 Library service     | 868 (70.01)    | 172 (13.9)       | 200 (16.1)         |
| 2 Book Store Services | 768 (62.2)     | 200 (16.2)       | 266 (21.5)         |
| 3 Computer Facilities | 313 (25.1)     | 219 (17.6)       | 715 (57.3)         |
| 4 laboratory facility | 752 (61.7)     | 200 (16.4)       | 267 (21.9)         |
| 5 Internet service    | 266 (21.4)     | 181 (14.6)       | 795 (64)           |
| 6 Classroom           | 832 (69)       | 173 (14.3)       | 200 (6.5)          |

#### 4.2. Programs and others

Students view of the both undergraduate and postgraduate programs & others in the university could be seen in Table 2 below where majority 856 (70.1%) and below half 557 (46%) of the students were satisfied with alternative departments they can join and variety of programs options respectively.

**Table 2.** Student Satisfaction by Teaching and Learning in DDU, Dire Dawa Ethiopia, 2015/16

|                                 | Satisfied n(%) | Indifferent n(%) | Not satisfied n(%) |
|---------------------------------|----------------|------------------|--------------------|
| 1 Teaching learning environment | 776 (62)       | 275 (21.9)       | 200 (15.9)         |
| 2 Variety of programs (UG & PG) | 557 (46)       | 400 (33)         | 254 (20.9)         |
| 3 Alternative departments       | 856 (70.1)     | 288 (23.5)       | 435 (35.6)         |

#### 4.3. Instructor student interaction

Results in table 3 below which measure satisfaction of students regarding their interaction with the instructors' revealed that 797 (65%) and 948 (76%) were satisfied with subject matter knowledge of the staffs and grading system used respectively. More than half 641 (53.01%) of the students indicated that staffs are welcoming. In terms of tutorial support significant number, 516 (41.8%) were not satisfied and this figure goes higher for female students.

**Table 3 . Student Interaction with instructors in DDU, Dire Dawa Ethiopia, 2015/16**

|  | Satisfied n (%) | Indifferent n (%) | Not satisfied n (%) |
|--|-----------------|-------------------|---------------------|
| 1 Welcoming staffs                         | 641 (53.01)     | 268 (22.2)        | 300 (24.8)          |
| 2 Time management of staff                 | 477 (38.7)      | 286 (23.2)        | 469 (38.1)          |
| 3 Subject matter knowledge of Staffs       | 797 (65)        | 150 (12.2)        | 279 (22.8)          |
| 4 Tutoring support                         | 406 (32.9)      | 312 (25.3)        | 516 (41.8)          |
| 5 Instructor's responsive to student needs | 477 (39.2)      | 312 (25.6)        | 429 (35.2)          |
| 6 Evaluation system used                   | 753 (61.0)      | 200 (16.2)        | 282 (22.8)          |
| 7 Grading system used                      | 948 (76)        | 100 (8.0)         | 199 (15.9)          |
| 8 Academic Advising                        | 412 (33.4)      | 295 (23.9)        | 527 (42.7)          |
| 9 Communication system of the Dep't        | 940 (76.0)      | 150 (12.1)        | 146 (11.8)          |
| 10 Disciplinary system of the University   | 933 (76.2)      | 150 (12.2)        | 144 (11.7)          |

#### 4.4. Administrative student service

Results presented in Table 4 that indicate satisfaction of students with administrative service. Accordingly 508 (43.1%), 404 (34.1%) and 576 (48.02%) were satisfied with the registration system (related services), Dormitory service and transportation service of the university respectively.

**Table 4. Student Satisfaction with administrative service in DDU, Dire Dawa Ethiopia, 2015/16**

|   | Satisfied n(%) | Indifferent n(%) | Not satisfied n(%) |
|---|----------------|------------------|--------------------|
| 1 Guidance and counseling service             | 337 (28.6)     | 311 (26.4)       | 532 (45.1)         |
| 2 Peer Counseling and Support Groups          | 328 (27.9)     | 316 (26.7)       | 533 (45.3)         |
| 3 Placement services                          | 731 (63)       | 200 (17.2)       | 229 (19.7)         |
| 4 Registration Assistance                     | 508 (43.1)     | 275 (23.3)       | 400 (33.9)         |
| 5 Recreational Sports                         | 362 (31)       | 205 (17.5)       | 600 (51.4)         |
| 6 Student Union service                       | 810 (68.01)    | 181 (15.2)       | 200 (16.8)         |
| 7 Student dining cafeteria                    | 371 (31.1)     | 243 (20.0)       | 579 (48.5)         |
| 8 Student Lounge                              | 373 (31.5)     | 243 (20.5)       | 568 (48)           |
| 9 Dormitory Services                          | 404 (34.1)     | 222 (18.7)       | 560 (47.2)         |
| 10 Student Health Services                    | 251 (21.2)     | 195 (16.5)       | 738 (62.3)         |
| 11 Intervention in risky behaviors (drug,...) | 363 (30.8)     | 261 (22.2)       | 554 (47)           |
| 12 Female students' support                   | 415 (35.2)     | 342 (29)         | 423 (35.8)         |
| 13 Disabled and Handicapped student support   | 476 (40.7)     | 292 (25)         | 401 (34.3)         |
| 14 support to disadvantage                    | 422 (39.5)     | 275 (25.7)       | 372 (34.8)         |
| 15 Safety and Security Services               | 452 (38)       | 265 (22.3)       | 474 (39.8)         |
| 16 Media Services                             | 538 (45.01)    | 207 (17.3)       | 450 (37.7)         |
| 17 Transportation Services                    | 576 (48.02)    | 323 (26.9)       | 300 (25)           |

Regarding support to female students, those from disadvantaged region and students with disability 415 (35.2%), 422 (39.5%) and 476 (40.7%) showed their satisfaction. In the contrary half of the student, 600 (51.4%) and 568 (48%) were not satisfied with recreational facilities and lounge services in the university. Additionally more than half, 738 (62.3%) of the students were not satisfied with the health service they have.

#### 4.5. Comparison of Satisfaction across Sex

The result in Table 5 below presents a one-way anova analysis where satisfaction related to facility provision, student-instructor interaction, administrative support and programs & others are compared across sex.

**Table 5. Students' satisfaction across sex in DDU, Dire Dawa Ethiopia, 2015/16**

|                                  | Mean Satisfaction |        | F-test | p-value |
|----------------------------------|-------------------|--------|--------|---------|
|                                  | Male              | Female |        |         |
| 1 Student-instructor interaction | 3.11              | 3.3    | 12.69  | .000    |
| 2 Administrative support service | 2.85              | 3.08   | 16.985 | .000    |
| 3 Facility provision             | 3.07              | 3.34   | 35.655 | .000    |
| 4 Programs & others              | 2.97              | 3.06   | 2.204  | 0.138   |

- Accordingly the hypothesis of satisfaction with facility provision across sex is:

**Ho :** Mean satisfaction of male students by facility provision is equal with mean satisfaction of female students with facility provision

**H1 :** Mean satisfaction of male students by facility provision is different from mean satisfaction with female students

The one-way ANOVA result indicated that the null hypothesis should be rejected and there is a



significant difference of satisfaction with facility provision among male and female students ( $F = 35.655$ ,  $p < 0.05$ ). *Tukey's HSD* was used to determine the nature of the differences between the students. This analysis revealed that mean satisfaction of female students is higher ( $m = 3.34$ ,  $sd = 0.75$ ) than male students ( $m = 3.07$ ,  $sd = 0.65$ ).

A study (Derick A.G. *et.al.*, 2012) conducted in Ghana to assess the provision of quality service and satisfaction of students in higher education found that significant number of students are dissatisfied with the non-teaching related service and it varied across sex.

- The hypothesis of satisfaction with student-instructor interaction across sex is:

**H<sub>0</sub>** : Mean satisfaction of male students with student-instructor interaction is equal with mean satisfaction of female students with student-instructor interaction

**H<sub>1</sub>** : Mean satisfaction of male students with student-instructor interaction is different from mean satisfaction of female students with student-instructor interaction

The one-way ANOVA result indicated that null hypothesis should be rejected and there is a significant difference of satisfaction with student-instructor interaction among male and female students ( $F = 12.69$ ,  $p < 0.05$ ) Furthermore *Tukey's HSD* revealed that mean satisfaction of female students is higher ( $m = 3.3$ ,  $sd = 0.82$ ) than male students ( $m = 3.11$ ,  $sd = 0.72$ ). A study (Muhammed N.A. *et.al.*, 2011) conducted among Pakistani universities found that students satisfaction related with communication and interaction of instructors is low and although not higher, there is a slight difference.

- The hypothesis of satisfaction with administrative support service across sex is:

**H<sub>0</sub>** : Mean satisfaction of male students with administrative support service is equal with mean satisfaction of female students with administrative support service

**H<sub>1</sub>** : Mean satisfaction of male students with administrative support service is different from mean satisfaction of female students with administrative support service

The one-way ANOVA result indicated that there is a significant difference of satisfaction with administrative support service among male and female students ( $F = 16.985$ ,  $p < 0.05$ ). Evidence from *Tukey's HSD* indicated female students mean satisfaction ( $m = 3.08$ ,  $sd = 0.83$ ) higher than male students ( $m = 2.84$ ,  $sd = 0.64$ ).

- The hypothesis of satisfaction with programs & others across sex is:

**H<sub>0</sub>** : Mean satisfaction of male students with programs & others is equal with mean satisfaction of female students with programs & others

**H<sub>1</sub>** : Mean satisfaction of male students with programs & others is different from mean satisfaction of female students with programs & others

The one-way ANOVA result indicated that there is no significant difference of satisfaction with programs & others among male and female students ( $F = 2.204.655$ ,  $p > 0.05$ ). Evidence from a study (Ashim Kayastha, 2011) conducted on universities in Thailand found that satisfaction of students especially satisfaction related with programs did not show variation across sex.

Generally satisfaction of students with the overall (i.e. facility provision, student-instructor interaction, administrative support and programs & others) service of the university is 65.4%

## 5. CONCLUSION AND RECOMMENDATIONS

Based on above results, it can be concluded that majority of the students studying in Dire Dawa University are satisfied with the current offerings in facilities except those related with computer and internet facilities. More than half of students are satisfied with the currently available undergraduate and post-graduate programs. In terms of student-instructor interaction it can be concluded that students' satisfaction is limited subject matter knowledge of instructors, evaluation and grading system. Additionally nearly equal number of students are either satisfied and dissatisfied with administrative support service. Finally there is significant variation in satisfaction across sex regarding student-instructor interaction, administrative student support service and facility supervision whereas no significant variation was seen regarding satisfaction due to undergraduate and post-graduate programs.

Therefore this situation invites attention of all the educational stakeholders including the university management, Ministry of Education and all other either government or non-government stakeholder engaged on education to enhance the quality & standards of higher education in the country. Particularly much has to be done around improving administrative support service of the universities and facility provision.

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