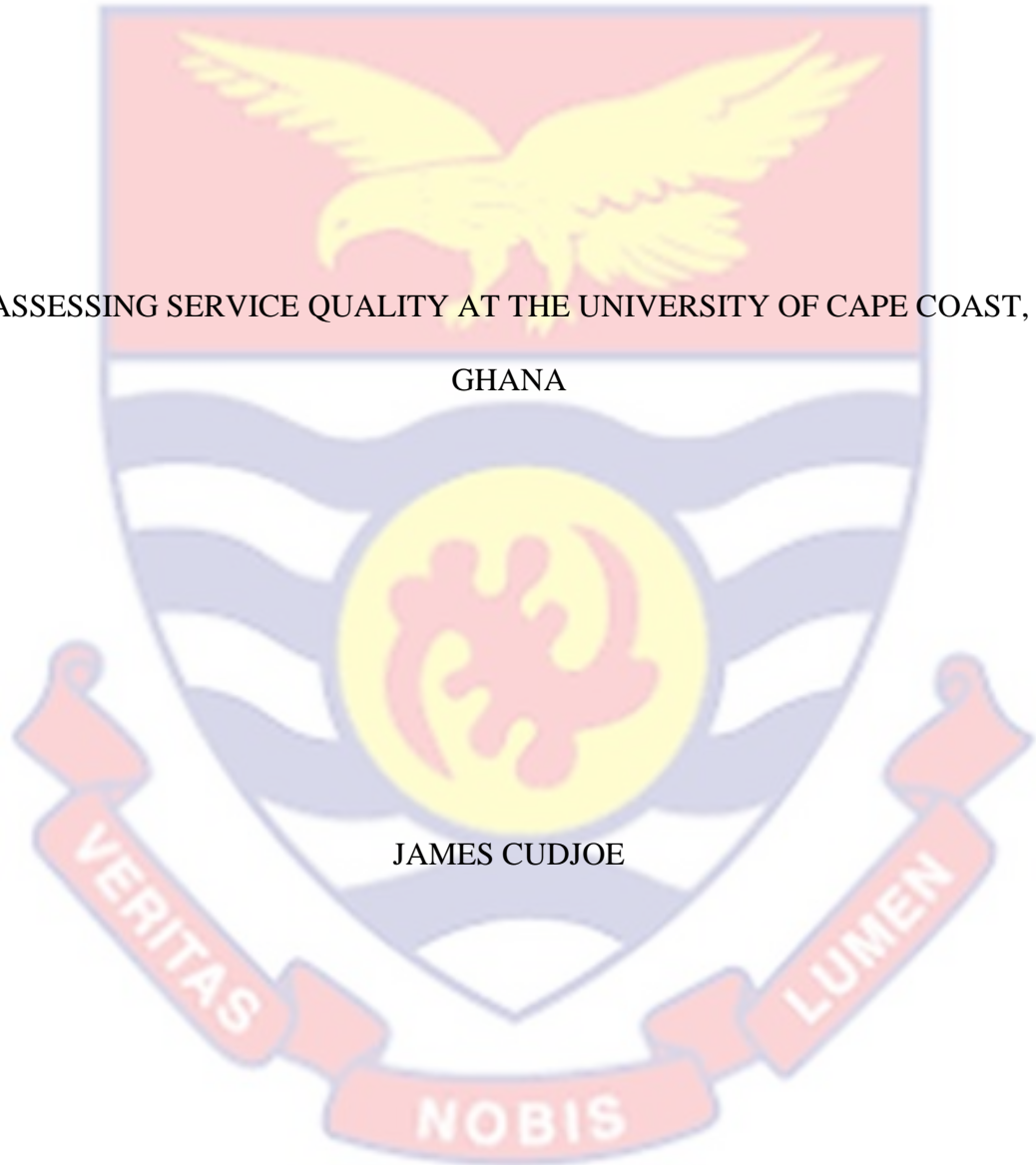UNIVERSITY OF CAPE COAST

ASSESSING SERVICE QUALITY AT THE UNIVERSITY OF CAPE COAST,

GHANA

JAMES CUDJOE

2022

UNIVERSITY OF CAPE COAST

ASSESSING SERVICE QUALITY AT THE UNIVERSITY OF CAPE COAST,

GHANA

BY

JAMES CUDJOE

Dissertation submitted to the Department of Human Resource Management
School of Business, College of Humanities and Legal Studies, University of
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Business Administration degree in Human Resource Management

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DECLARATION

Candidate's Declaration

I, the author of this work, do hereby declare that this dissertation is solely my handwork except for references made to another people's work which have been duly acknowledged.

Candidate's Signature: …………………… Date………………………

Candidate's Name: James Cudjoe

Supervisors' Declaration

I hereby declare that the preparation and presentation of the dissertation was supervised in accordance with the guidelines on supervision of dissertation laid down by the University of Cape Coast.

Supervisor's Signature: ………………… Date……………………

Supervisor's Name: Dr. N. Osei Owusu

ABSTRACT

This study assessed service quality in the University of Cape Coast. The specific objectives were to; identify the dimension of service quality that is most dominant in the University of Cape Coast; test the differences in the perception of service quality among male and female students in the University of Cape Coast; And finally, assess the difference in the perception of service quality among undergraduate and post-graduate students in the University of Cape Coast. The study was a survey study which adopted a quantitative methodology. The design of the study was descriptive, with a sample of 379. The study adopted a simple random technique. The study findings first indicated that the most important dimension in respondent's perception of service quality of UCC is Assurance, and the least important is Empathy. The results of the study also pointed out that, there was a significant difference between male and female students on Empathy dimension of service quality while gender had no significant effect on the other four dimensions. On the final objective, it was seen that with respect to difference in student's perception in level of study, all the dimensions were not significant only with the exception of Responsiveness that is significant at 90% confidence level. The study recommends that the Management of the University invest and acquire state of the art equipment to reverse the least Tangibility score. With respect to differences in demographic factors on quality dimensions, the study recommends that gender differentiation in terms of allocating students to various lectures applied in service delivery.

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I wish to express my sincerest gratitude to all individuals who contributed to the success of this project. My special thanks to Dr. N. Osei Owusu, my supervisor for his direction and assistance in supervising this work. Also, special thanks go to Mr. Samuel Opoku of the School of Business, UCC and all my families and friends who helped me through all these endeavours.
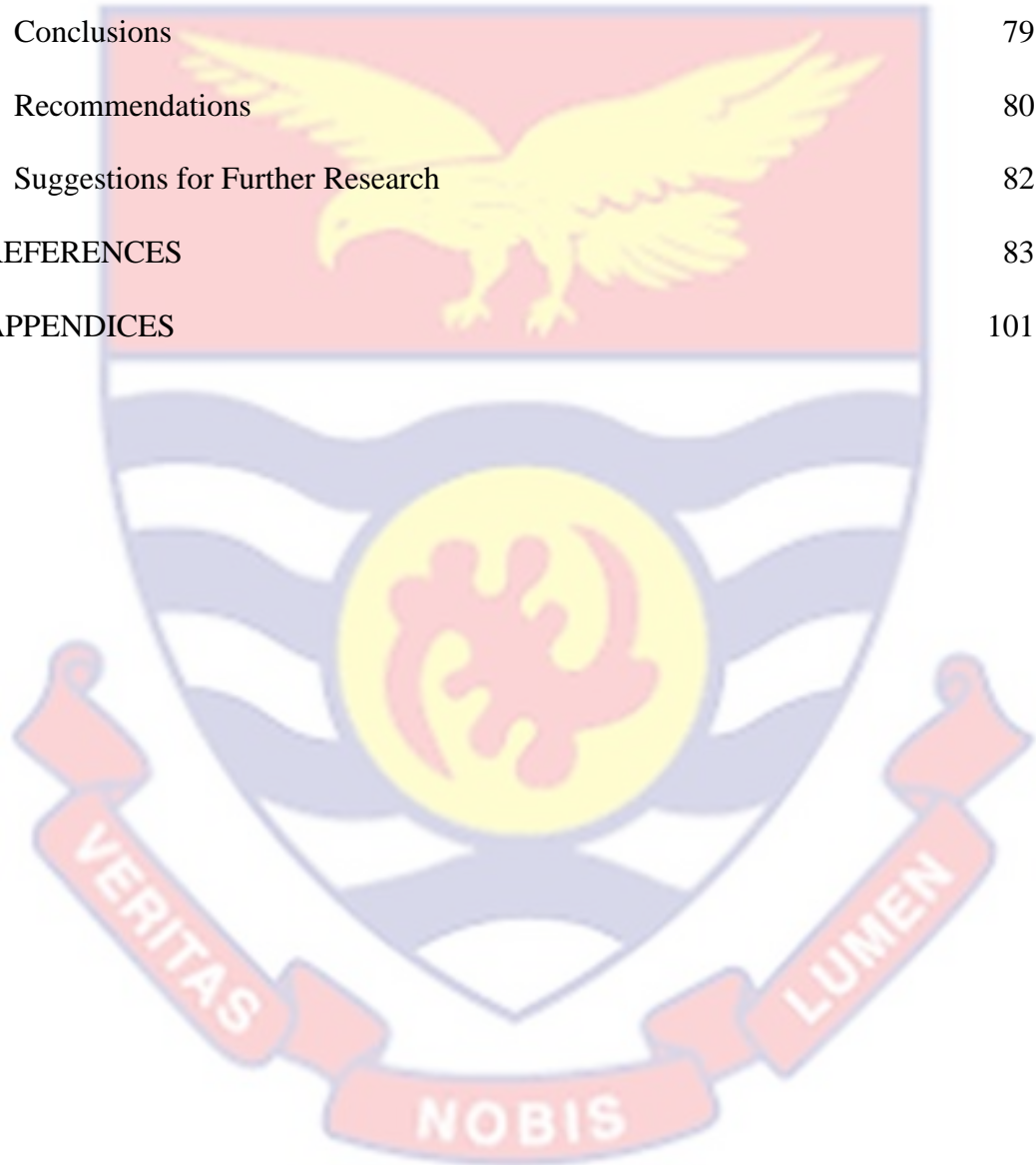
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DEDICATION

To my family

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CHAPTER ONE

INTRODUCTION

The growing demand of institutional facilities especially since the emergence of private institutions has brought to bare the options to be chosen by students. Then, to recruit these pupils, marketing strategies might be created. Understanding student views, however, is not as straightforward as it may appear, because students have a wide range of tastes, beliefs, attitudes, and lifestyles, as well as diverse demographic profiles. Perceptions have a significant impact in a student's decision to attend a certain university. As a result, universities such as the University of Cape Coast (UCC) must distinguish themselves from other educational schools. Providing high-quality service is one approach to do this strategically. Students are commonly thought of as the recipients of university services. It is therefore imperative to assess the perception of service quality among students of a public university like UCC.

Background to the Study

The competition for students among higher education institutions has been much fiercer in recent years (Rotberg, 2020). This might be due to the increased availability of higher education from both private and governmental institutions. Over the last two decades, the number of private educational schools has grown in order to compete with state universities (Musselin, 2018). As a result, universities must come up with more creative strategies to recruit students. The government's financing for most public institutions has dwindled over time (García Bernal, 2017). They have been given the task of raising cash from inside their organisations to sustain their budgets (Smith, 2019). Given the financial and resource restrictions

that universities face, it is critical that their strategic student recruitment campaigns be founded on a thorough understanding of student views.

In the twenty-first century, there were roughly 50 million children who were not in school and approximately 850 million illiterate adolescents and adults (Rotberg, 2020). The demand for higher education will rise in an attempt to alleviate the problem (Rotberg, 2020). In this case, quality is likely to be compromised in favor of quantity. As a result, any academic institution that is proactive in defining quality from the perspectives of stakeholders (students, employers, parents, government, etc.) will be in the best position to attract the majority of applicants, as quality plays a critical role in student selection, employer selection, and parent selection (Banerjee, Saini & Kalyanaram, 2020).

In recent years, higher education institutions have been more interested in service quality research (García Bernal, 2017). Globalization, liberalization, restructuring, and educational reforms have resulted in the independence of higher education institutions, as well as significant shifts in public funding (Regassa, Tolemariam, Ferede, Hunde, & Lemma, 2013). As a result, the sector has become more competitive, allowing independent entrepreneurs to enter the market (Regassa et al., 2013). As a result, students and other stakeholders have a greater range of options to choose from when it comes to higher education.

The narrative is similar in Ghana, where the sector's expansion has been a phenomenon since the country's independence in 1957. According to statistics from the National Accreditation Board (NAB), there were 17 private institutions in the nation in 2007, but that number has increased to 76 by 2019. In the public sector, the number of universities increased from 5 to 10 within the same time period.

Students now have additional tertiary education alternatives because to the growth of these universities. Understanding students' perspectives is the most effective method for management to provide high-quality service and obtain a competitive edge in this tumultuous climate (Regessa et al., 2013). Quality management has become a significant management concern in all sectors throughout the world over the last few decades, and the services industry is no different.

Higher education administrators are beginning to see the need of a customer-centered attitude (García Bernal, 2017). For example, UNESCO has stressed the need of excellent education as a fundamental human right that should be prioritized by all educational institutions. The external examiner system was created in the United Kingdom and other Commonwealth nations, and the American Accreditation and Government Ministerial Control were established in Europe and other areas of the globe, in accordance with this (Abukari & Corner, 2010). Between 1968 and 2006, 17 regulatory organisations in Sub-Saharan Africa were formed to oversee higher education quality concerns (Materu, 2007). The National Accreditation Board, Excellent Assurance Systems, and National Council for Tertiary Education were created in Ghana in 1993 to guarantee that students receive quality education (Abukari & Corner, 2010). Students' evaluations of teachers at the conclusion of each semester provide empirical data in Ghana's tertiary education system. These regulating organisations have put in place systematic procedures to ensure that students receive quality service throughout time, but we are not confident that without empirical and scientific study, all quality concerns within our higher educational experience can be fully addressed (Fosu & Owusu, 2015).

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As a result, throughout the last two decades, the notion appears to have gained study attention in order to improve comprehension in theory and practice (Brochado, 2009). The notion has now become a central focus in the strategic plans of well-established organisations (Chopra, Chawla, & Sharma, 2014). Higher education administrators in poor nations are now focusing on service quality as a key to success (Abukari & Corner, 2010). Past and current scholars have conducted studies in various sectors of the service industry including; banking (Hinson, Mensah, & Mahmoud, 2006) healthcare (Chopra, et. Al., 2014) and education (Hinson & Otieku, 2005; Fosu & Owusu, 2015; Abukari & Corner, 2010) to understand the suitability and applicability of the service quality concept in these relevant service sectors.

Statement of the Problem

More educational reforms have been implemented in Ghana since the creation of quality assurance systems, the National Accreditation Board, and the National Council for Tertiary Education in 1993. As a result, students are exposed to more tertiary education alternatives than ever before (Fosu & Owusu, 2015), necessitating the need to provide excellent service to them (Abukari & Corner, 2010). From pleasure to intention to retention behaviour, everything must be properly scrutinized (Kara & De Shield, 2004). There is a claim that quality in service marketing is founded on the idea that quality must be assessed from the perspective of the user (Gronroos, 1984; Parasuraman et al., 1985, as cited in Fosu & Owusu, 2015).

However, empirical data has indicated that marketing literature study on services in the field of higher education from the standpoint of users is considerably poor (Abdulah, 2005; Cronin & Taylor, 1992). Despite countless studies conducted in the sector over the years, there is still much disagreement on the best approach to define and assess service quality (Fosu & Owusu, 2015). To add to the foregoing, no single model of service quality is recognized, therefore previous experience with the service will play a big role in determining expectations (Fosu & Owusu, 2015). Furthermore, marketing mix activities like as ideology and word-of-mouth communication impact customers' expectations, thus previous experiences will influence their expectations (Gronroos, 1984).

Previous studies on service quality in higher education has encompassed areas such as service quality on the Masters' programme (Hinson & Otieku, 2005), student satisfaction (Hasan et al., 2009 Ali & Abdirisaq, 2014), service quality in higher education (Abdullah, 2005), designing quality for the higher educational system (Sahney, 2012), management and education institutions (Chopra, Chawla, & Sharma, 2014), teaching and students outcome (Samuelsson & Lindbleand, 2015), "Quality, Value and Customer Satisfaction on Behavioural intentions" (Cronin & Talor, 1992), perception of the quality of teaching and learning (Abdul Hamid, 2004; Rasli, Shekarchizadeh & Iqbal, 2012),excellence in business education (Sohail & Sheikh, 2004), student perception,(Fosu & Owusu, 2015) and quality service in a developing economy context (Abukari & Corner, 2010).

Again, depending on their expectations and experiences, students' perceptions may be good or negative, and the consequences of either negative or

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positive impression will be important to an institution's success. As a result, assessing the students' perceptions of the institution will have a significant impact on administrative decisions about the degree of quality that must be delivered to fulfill students' wishes and requirements. They must be mindful about how their pupils feel about their service experience while doing so. It is therefore very important to determine how the variables within SERVQUAL model can influence students' perception. It is on this back drop that this study specifically assesses service quality in the University of Cape Coast.

Purpose of the Study

The main purpose of this study is to assess service quality in the University of Cape Coast. Hence, the research has the following specific objectives;

Research Objectives

This research seeks to:

1.   Identify the dimensions of service quality that is most dominant in the University of Cape Coast

2.   Examine the differences in the perception of service quality among male and female students in the University of Cape Coast

3.   Investigate the differences in the perception of service quality among undergraduate and post-graduate students in University of Cape Coast

Research Questions

1.   What is the most dominant dimension of service quality in the University of Cape Coast?

2.   Are there differences in the perception of service quality among male and female students in the University of Cape Coast?

3.   Are there differences in the perception of service quality amongst undergraduate and post-graduate students in the University of Cape Coast?

Significance of the Study

Understanding the expectations of students in tertiary institutions, according to Voss et al. (2007), is critical, especially when it comes to service quality standards. This study is useful not only in assisting tertiary institutions in developing appropriate strategies to fulfill their students' quality expectations, but also in assisting educational services in providing quality in a broader sense by adding a marketing viewpoint to satisfy the student consumer. Furthermore, the findings of this study will give a quality evaluation framework for prospective students who wish to study at institutions throughout the world to evaluate quality aspects that are important to them.

The research would also contribute to the body of knowledge on service quality, and it would serve as a foundation for academics and anyone who desire to do comparable or further research in the financial sector. As a result, this research will contribute to a better understanding of service quality at the University of Cape Coast and in the educational sector as a whole. The research is anticipated to be used as an input by the government and its regulatory and supervisory agencies, such as the Ministry of Education, in creating policies to facilitate, promote, and grow the educational sector in the country as a whole.

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Delimitation of the Study

This study is confined to assessing the quality of education in the University of Cape Coast. It explores service quality from students' perspectives, based on how the institutional reputation and level of education will influence their perception of service quality dimensions. The study population was delimited to students of levels 100, 200, 300, 400 and post graduate students only. Therefore, conceptually this study investigates the quality of education in the University of Cape Coast, by emphasizing students` concern on quality dimensions in the teaching and learning process.

Limitations of the Study

The major limitation of this research was that the gathering of information from respondents was difficult, as some of the respondent were not willing to divulge information to the researcher. Also, the population of students in the University was so huge that only regular students were chosen to help achieve the aim of the research. Students lecture schedule made accessing them to deliver questionnaire very difficult. It demanded a lot of commitment. The University currently runs regular, sandwich and distance programs. Distance students hardly come to campus, sandwich students are in only for a short period. Though all three groups form part of the University's student's population, it is difficult to get access to distance and sandwich students.

Organisation of the study

This research is divided into five sections. The issue statement, the research aim, the research questions, and the study's relevance were all covered in the first chapter. The second chapter is devoted to a study of relevant literature that includes

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details on the ideas, concepts, and chapter summary. The approach and the University's profile are the major topics of Chapter 3. It describes the demographic, sample size, data collecting method, research tools, and data processing methods used in this study. The fourth chapter focuses on the details of data collected in the field, study presentation figures, and analysis and interpretations of the findings in light of the research aim. The summary, conclusion, and suggestions of the study are discussed in chapter five.
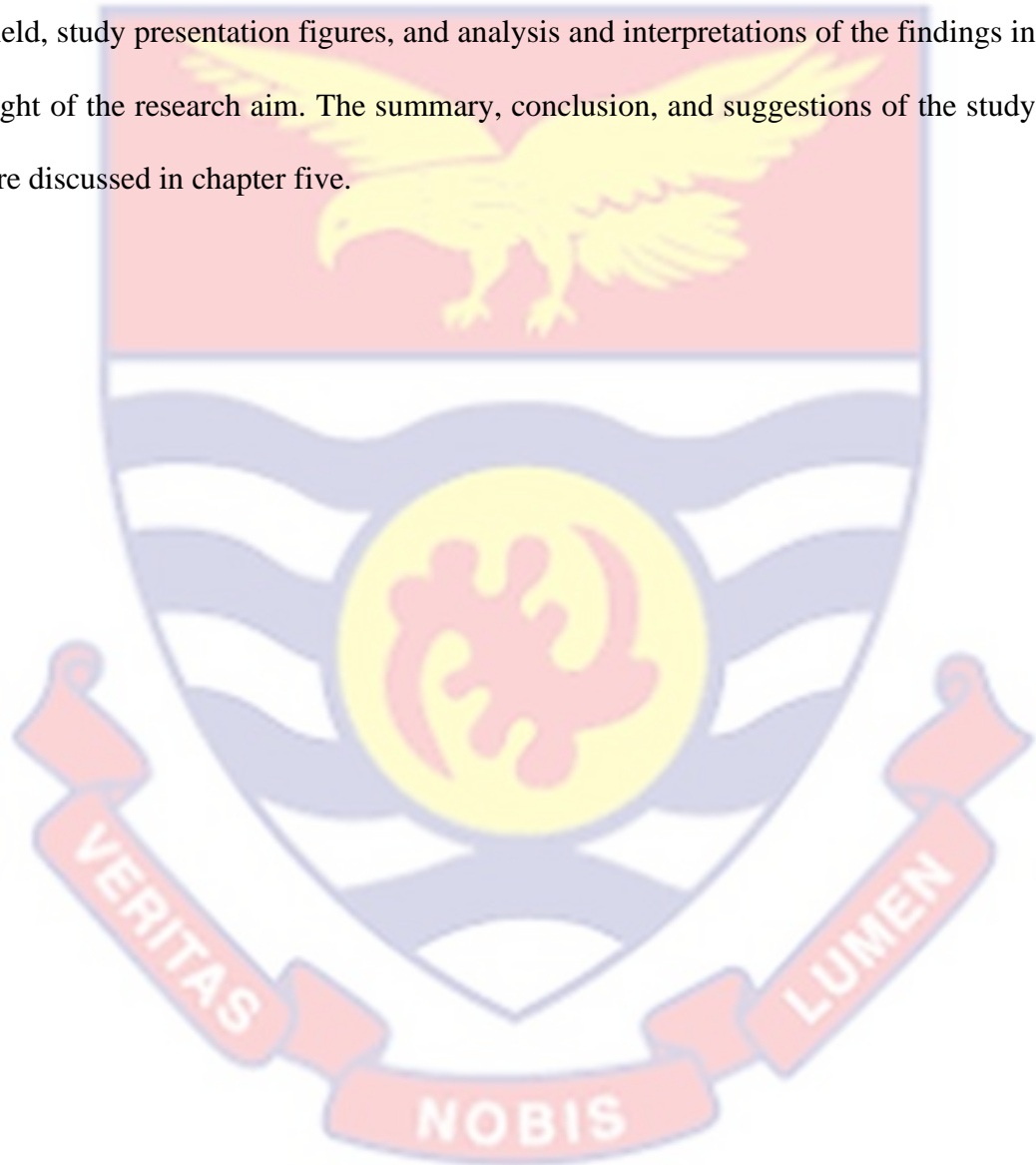
CHAPTER TWO

LITERATURE REVIEW

Introduction

This chapter provides an overview of recent literature on the subject of service quality. This chapter gives an overview of the concepts, theories, and literature that support and underpin this research. The literature review is carried out in accordance with the study's goals. The chapter focuses on unravelling and critically analysing key ideas, models, and concepts related to service quality. Other academics' findings have been experimentally examined, with a focus on the importance of service quality in higher education.

Theory underpinning the study

This section reviews theories that underpin this study. Theoretical models are body of knowledge that seeks to observe, understand and explain concepts and in the context of this study there are basic theories. However, for the purposes of this study, the theory of Consumer Behaviour was used as the foundational theory. This framework was chosen because, it helped bring understanding students' behaviour as consumers of the university. It also helped create the vision to which the research problem is focused.

The Theory of Consumer Behaviour

Consumer preferences (personal taste for a variety of items) and utility (satisfaction) theories were presented in the theory of consumer behaviour. Completeness, transitivity, and maximizing are assumed in the theory. It describes how changes in pricing and income affect demand for goods, as well as how

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demand is impacted by price and income changes (Sugden, 1992). Consumer behaviour, according to Belch and Belch (2007), is defined as "the process and actions people participate in while looking for, choosing, acquiring, using, assessing, and disposing of items and services in order to meet their wants and desires" (p. 288). conditions. According to Sammuelson (1938), consumer choice theory has progressed progressively towards greater generality, sloughing off needlessly restrictive constraints at each step.

Consumer behaviour has become more applicable across disciplines, from economics to marketing. It has been used to investigate how individuals purchase, what they buy, when they buy, and why they buy from a broad viewpoint. In its intuitions, it combines aspects from behavioural psychology and sociology ideas. It tries to figure out how buyers make decisions, both individually and in groups. It investigates consumer factors like as demographics, psychographics, and behavioural variables in order to better understand what people desire. It also attempts to evaluate the effect of groups such as family, friends, reference groups, and society in general on the consumer. Consumer behaviour, according to Jacoby (1976), represents the entirety of consumers' decisions across time about the purchase, consumption, and disposition of products, services, time, and ideas by decision-making units.

Consumer behaviour, according to Belch and Belch (2004), covers the process and actions individuals participate in while looking for, selecting, acquiring, using, assessing, and disposing of items and services in order to meet their wants and preferences. It assumes that consumer behaviour theory encompasses more than simply how a person buys a product and also includes the

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acquisition of services, time, and ideas. It also implies that the behaviour process is dynamic and includes many more people. Furthermore, the theory mandates actions such as determining whether, why, when, where, how, much, how frequently, and for how long customers will buy, use, or dispose of a product, in addition to knowing what consumers acquire, use, or dispose of.

Consumer behaviour theory offers a wide range of applications in the commercial world. The most obvious is for marketing strategy, which is to say, for creating more effective marketing campaigns. Understanding the psychology of consumer choice can help businesses and organisations improve their marketing strategies by allowing them to better understand issues such as how consumers think, feel, reason, and choose between different alternatives (e.g., brands, products); the psychology of how the consumer is influenced by his or her environment (e.g., culture, family, signs, media); and the behaviour of a consumer; consumer behaviour while shopping or making other marketing decisions; limitations in consumer knowledge or information processing abilities that influence decisions and marketing outcomes; how consumer motivation and decision strategies differ between products that differ in the level of importance or interest they entail for the consumer; and how marketers can adapt and improve the consumer experience (Hawkins et al. 1998). It clarifies the nature of customer value, quality, preferences, choices, sentiments, and behaviours, as well as their potential impact on businesses (Brown, Churchill, Jr. & Peter, 1993). According to Belch and Belch (2004), one of the fundamental terms that underpin the behaviour of consumers is customer satisfaction.

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Justification for the theory

The theory employed in this study lays the groundwork for understanding students' behaviour as university customers. This theory is important for this study because it explains the process and actions individuals go through while looking for, selecting, acquiring, using, evaluating, and disposing of items and services to meet their wants and desires. The study's goal is to learn how pupils react to services that are given to them. Students' future purchases of the university's services will be influenced by this view in the long term. As a result, the consumer behaviour theory will serve as a bridge between knowing how students act (perceive services) and the amount to which this influences their purchasing decisions.

Conceptual Review

Service Defined

Service is defined by Zeithaml, Bitner, and Gremler (1996, p. 25) as "deeds," while Kotler and Keller (2006, p. 188) describe it as "any act or performance that one party can provide to another that is fundamentally intangible and does not result in the ownership of something." Services, according to Lovelock and Wirtz (2007), are "something that can be purchased and sold but cannot be thrown away." "Economic activities given by one party to another, most frequently utilizing time-based performances to bring about desired effects in receivers themselves or in goods or other assets for which purchasers have responsibility," Lovelock and Wirtz (2007, p.50) defined service.

According to a study conducted by Johns (1999), service is viewed differently by both the provider and the consumer; for the provider, service is

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viewed as a process that includes elements of core delivery, service operation, personal attentiveness, and interpersonal performance, all of which are managed differently in different industries. While the customer perceives it as a phenomena, it is part of a life experience that includes aspects of fundamental need, choice, and emotional content that are present in various service outputs and interactions and influence each individual's experience differently. However, factors that are common for both parties include; value (benefit at the expense of cost), service quality and interaction.

In this vein, Edvardsson (1998) believes that the concept of service should be approached from the perspective of the customer, because the customer's total perception of the outcome is the "service," and the customer outcome is created in a process, implying that service is generated through that process. He emphasizes the customer's engagement in the service process since he or she is a co-producer of service, and the customer's outcome is assessed in terms of value contributed and quality, implying that the customer will choose high-value, high-quality service. Service process is that which consists of either, delivery of service, interpersonal interaction, performance or customer's experience of service.

According to Payne and McDonald (2012), service is an action that involves some aspect of intangibility. It entails some engagement with consumers or items in their possession, but it does not result in ownership transfer. There may be a change in condition, and the service may or may not be directly connected with a physical product (McDonald, Payne & Frow, 2011). As a result, providing services is a unique undertaking, and assessing service quality is quite tough. According to Lamb, Hair and McDaniel (2014), services possess certain distinctive features that

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distinguish them from physical goods; each of these features will be briefly described below.

The most fundamental property of services is their intangibility (Moeller, 2010). In the same manner as tangibles can be seen, touched, and sniffed, a service cannot be seen, touched, or scented. Customers will draw assumptions about quality based on characteristics of the service environment such as people, venue, equipment utilized, and other physical indicators due to the intangible nature of services. As a result, service marketers must be able to handle actual proof (tangibles) in order to turn intangible services into tangible advantages (Rao, 2011). Heterogeneity will arise since no two consumers are alike, and as a result, each client will have unique wants and will have a distinct experience with a service. As a result, standardizing service quality will be challenging. In most cases, the development and consumption of a service happen at the same time. Customers are frequently present while the service is being created as a result of this. Customers become co-producers of the service as a result.

A service, unlike actual commodities, cannot be stored, kept, or resold by marketers. Furthermore, a service consumer cannot return a service. The inability to store a service, in particular, poses a number of problems for service marketers, particularly in terms of anticipating demand and capacity utilization planning. The inability to return or resell a service is a problem for marketers in that they must have strong procedures in place to recover consumer goodwill if something goes wrong (Zeithaml, Bitner, & Gremler, 2009). In line with the characteristics it can be concluded that the quality of service provided is of importance to customers and as such can help marketers gain competitive advantage.

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Service Quality

There are many distinct definitions of quality, and there is no widely accepted one. This is due to the concept's elusive character from many viewpoints and orientations, as well as the measurements used in a specific context by the person describing it (Sower & Fair, 2005). Quality, according to Wicks and Roethlein (2009), is defined as the "summation of each customer's emotional assessments of each attitude object that results in customer satisfaction" (p. 82). Essentially, this definition bases a service's degree of quality on the customer's subjective perception. Quality, on the other hand, is defined by the International Standards Organisation (ISO) as the "totality of traits and qualities of a product that bear on its capacity to meet stated or inferred needs" (ISO 8402: 1986, 3.1). This definition favors the production of things above the supply of services. As it brings into the debate service provision, this study will accord with Haider (2001), who defines quality as "the totality of traits and characteristics of a product or service that bear upon its capacity to meet requirements" (p.210).

Customer impression of how well a service meets or exceeds their expectations, as described by Czepiel (1990). Service quality is widely recognized as a crucial requirement and predictor of competitiveness for developing and maintaining fulfilling customer relationships. Nitecki et al. (2000) also defined service quality as the gap between consumers' perceptions and expectations of service, or as meeting or surpassing customer expectations. Furthermore, customer perception, customer expectation, customer happiness, and customer attitude may all be used to assess service excellence (Sachdev & Verma 2004). The various

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definitions point out that, to a very high extent, quality is measured in what customers see it to be.

Service managers today recognize that enhancing service quality is critical for achieving a competitive edge since organisations are working in highly difficult conditions (Parasuraman, Zeithaml & Berry, 1985). When there is a lot of competition, the quality of the customer service experience becomes a big element in the buyer's decision (Cuthbert, 1996). As a result, service quality is critical for business success and distinguishing one service experience from another (Parasuraman et al., 1985). Service quality is often considered as a key factor in business marketing and profitability (Buttle, 1996). Because of its alleged link with expenses (Crosby, 1979), profitability (Rust & Zahorik, 1993), customer happiness (Cronin & Taylor, 1992), customer retention (Bolton & Drew, 1991), and good word-of-mouth, it's no wonder that service quality is an extensively investigated issue (Stodnick & Rogers, 2008).

Despite the numerous difficulties in determining service quality, it is "one of the most explored topics of services marketing" (Adamson, 2012, 166). Parasuraman, Zeithaml, and Berry, for example, examined and analyzed the build service quality extensively (1985). Hu, Kandampully, and Juwaheer (2009:112) document the importance of service quality by citing a number of authors (Anderson & Zeithaml, 1984; Buzzell & Gale, 1987; Parasuraman et al., 1985; Zeithaml, 2000) who agree that service quality plays a role in consumer satisfaction and market share, implying that all organisations driven by a desire to survive and be competitive must adhere to it.

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Perceived Service Quality

Customers' views of service quality, according to Parasuraman et al. (1985), are based on a comparison of their expectations (what they believe service providers should deliver) with their judgments of the service provider's performance. Customer perception, expectation, satisfaction, and attitude are all factors that may be used to assess service quality (Sachdev & Verma 2004). Customers' perceptions will be used to gauge satisfaction in this study. The services marketing literature emphasizes on quality in terms of perceived service quality due to the subjective character of service quality (Rust & Oliver, 1994; Nadiri, Kandampully & Hussain, 2009). Customer service expectations are compared to their views of actual performance to produce perceived service quality (Zeithaml et al., 1990), which is viewed as a broad assessment of the service (Parasuraman et al., 1988). Athiyaman (1997) expands on this concept, saying that perceived service quality is an overall assessment of a product's or service's goodness or badness.

In the context of higher education, students' experiences are varied and ongoing throughout months and years, and their perceptions of service quality varies between parties (Cuthbert, 1996). This emphasizes the importance of context in determining perceived service quality. Hill (1995) adds to the complication of perceived service quality by noting that the service is dependent not only on the service provider's performance, but also on the consumer's performance. When consumers are more involved in the manufacturing process, co-creation of services is of highest significance to an organisation (Palmer, 2011). This is especially important in the context of higher education, where student engagement is critical since they play such a big role in deciding the service's success. As a result, the

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service provider's ability to manage and monitor service quality is becoming increasingly challenging (Palmer, 2011).

The total assessment of the institution's services is known as perceived service quality in higher education (Fosu & Owusu, 2015). The student's rating of a variety of service contacts with office personnel, tutors, lecturers, the head of department, and others might be used to determine perceived service quality (Oldfield & Baron 2000). We expect that when students provide a good rating to a course instructor, it is because the lecturer has molded successful learning Centra & Gaubatz, 2005). Many rationality studies involving student evaluations of courses and teachers have been done on the basis of this notion (Centra & Gaubatz, 2005).

Service Quality in Higher Education

According to Harvey and Green (1993), quality in higher education is a complicated and diverse notion that lacks an acceptable definition. Service quality research in higher education, according to Sultan and Wong (2010), is relatively young when compared to that in the commercial sector. With the enormous changes that have occurred in higher education institutions over the last decade, it appears that higher education should be viewed as a business-like service sector that focuses on fulfilling and surpassing students' demands (Gruber, Fuß, Voss & Gläser-Zikuda, 2010). Many higher education institutions are recognizing this and are competing for students both locally and internationally (Paswan and Ganesh, 2009). Furthermore, as a result of the proliferation of informal venues for students to share their perspectives on their experiences, higher education institutions are increasingly being held accountable for the quality of education they deliver. As a

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result, most higher education institutions have made obtaining quality a priority (Abdullah, 2006).

According to Heck, Johnsrud, and Rosser (2000), higher education is under pressure to raise the value of its operations, and the current strategy for doing so is to focus on continuous improvement, stakeholder interests, and student happiness. Student happiness is frequently used to evaluate educational quality, especially when the capacity to fulfill strategic goals is critical (Cheng, 1990). Similarly, Tan and Kek (2004) claim that the degree to which students' wants and expectations are met determines educational quality.

Institutional research departments around the country have been gathering and analyzing student feedback on the services offered by higher education institutions. Many institutions of higher education have been "stimulated and affected by a complete quality framework for both teaching and administrative support functions" as service quality has extended from business to academia (Martensen, et al., 2000). Over a long period of time, a diverse range of institutions have used service quality as a focal point of their institutional effectiveness initiatives.

In recent years, Ghanaian colleges have faced financial and government subsidy cuts, as well as a desire to raise internal money and a matching push to boost student numbers. Furthermore, even at the University of Cape Coast, enrollment has not been declining. Furthermore, due to rising rivalry among Ghana's higher educational institutions, it is becoming increasingly important for

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these institutions to employ effective ways to improve the quality of their service offerings.

According to Abouchedid and Nasser (2002), the notion of higher education service quality and the organisation's performance are inextricably linked. In fact, Kats (2013) recently reviewed a number of research that demonstrated a relationship between service quality and eLearning success. Furthermore, Abouchedid and Nasser (2002) argue that the quality of service provided by universities aids in achieving the fundamental goals of preserving academic reputation and maintaining and recruiting students. Abdullah (2006) supports the relevance of service quality by stating that it is a key strategic management problem since it has evolved into a broad strategic force. This is because of a more competitive higher educational market with decreased government funding giving rise to many higher educational institutions pursuing funding from other sources.

In light of higher education's apparent challenges, Gbadamosi and De Jager (2008) propose that, in addition to conventional areas such as accreditation, teaching, and research, higher education institutions should consider "students as consumers." Higher education institutions are service organisations, and the quality of their service is determined not only by tangible factors such as lecture venues and course notes, but also by intangible factors such as human resources in providing good service to their students (Yeo, 2009, cited in Harris & Paddey, 2010).

Measuring Service Quality

Measuring service quality has been one of the most recurrent topics in management literature, Parasuraman et al., (1988), Gronroos, (1984), Cronin et al., (1992). This is because of the need to develop valid instruments for the systematic evaluation of firms' performance from the customer point of view; and the association between perceived service quality and other key organisational outcomes. However, some of the more popular models used in the higher education context have been SERVQUAL, SERVPERF and HEdPERF (Kontic, 2014).

The SERVQUAL Model

Radder and Han (2009) argue that SERVQUAL has been popular with aspects of tertiary education as a measuring instrument of service quality. The SERVQUAL model, frequently denoted as the "Gaps Model", is based on the difference or variance between the expectations that customers have and their perceptions of the service using 22 items or variables (Parasuraman et al., 1985). According to Brochado (2009), in a higher educational context, service quality items/dimensions comprise of the look of physical facilities of a university, equipment, staff, and materials used to communicate (Tangibles), a university's capability in performing the pledged service in a trustworthy and exact manner (Reliability), a university's preparedness to help students and deliver quick service (Responsiveness), a lecturer's know how and good manners and their capability to deliver confidence and trust (Assurance) and the considerate, personalised attention that a university can provide to its students (Empathy). This difference between consumer expectations and their experience measures service quality, which is

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popularly described as the disconfirmation-based approach of service quality according to Parasuraman, Zeithaml and Berry (1988) cited in Radder and Han (2009, p.108).

Customer expectations are beliefs about how a service is delivered that serve as benchmarks against which basic performance is measured, whereas customer perceptions are "subjective assessments of actual service experiments" based on a customer's collaboration with the service provider (Zeithaml et al., 2006, p.49) cited in Brochado (2009:176). Customer expectations can be influenced by the following factors: "word of mouth communications," "personal requirements," "previous experience with the service," and "external communications from the service provider" (Brochado, 2009:176).

According to Cuthbert (1996), quoted in Brochado, one of SERVQUAL's significant flaws is that student perceptions are more volatile over time than expectations (2009). Other academics have also shown the disadvantages of SERVQUAL in higher education (Abdullah, 2006; Luo, 2012; van Schalkwyk & Steenkamp, 2014). For students in higher education, for example, completing the same questions about views and expectations might become boring and time-consuming due to the SERVQUAL scale's disconfirmation character (Kontic, 2014).

Despite its flaws and numerous critiques, SERVQUAL is a very practical paradigm for evaluating service quality, and expectations should be considered when operationalizing service quality in a higher education setting (Cuthbert, 1996, quoted in Brochado) (2009:176). SERVQUAL has been documented as a viable instrument for use in a higher education environment, according to erri (2012).

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Parasuraman et al., 1985, developed a conceptual model of service quality where they identified five gaps that could impact the consumer's evaluation of service quality in four different industries (retail banking, credit card, securities brokerage and product repair and maintenance).

The SERVQUAL model, created by Parasuraman et al., (1988), is a multi-item scale designed to measure customer perceptions of service quality in service and retail organisations. Tangibles, Reliability, Responsiveness, Assurance, and Empathy are the five characteristics used to deconstruct the concept of service quality. It is based on capturing the difference between consumers' expectations and experience, which can be negative or positive depending on whether the expectation is higher than or equal to the reality.

Dimensions of Service Quality

Reliability

According to Parasuraman et al. (1988), reliability is defined as the capacity to provide consistent and correct service. The capacity of a company to follow through on its commitments is the most important aspect in offering high-quality services. In the viewpoint of customers, organisations that keep their promises on service delivery, provision, remedies, and price are viewed as customer-oriented and preferred to do business with (Robert, 2005). Customers desire to be loyal to companies that deliver on their promises, particularly those related to service delivery and core service.

Customers' expectations of reliability are a highly crucial determinant of their opinion of a company (Zeithaml & Bitner, 2003 as cited in Robert, 2005).

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When a service is given to students at the time it was promised, it is deemed dependable by the students in higher education (Arpin, 2007). Some of the factors of an institution's trustworthiness include university personnel dealing with student concerns immediately, administrative staff maintaining error-free records, and students receiving services correctly the first time.

Responsiveness

"Responsiveness" is defined by Zeithaml and Bitner (2003) as the readiness to assist clients and offer timely service. Customers assess a company's responsiveness by considering how long it takes to respond to their requests, inquiries, complaints, and issues (Zeithaml & Bitner, 2003). A better grade on this dimension is earned by responding swiftly to requests or complaints. In order to provide a good service experience in this dimension, organisations must look at service delivery from the customer's perspective rather of their own. Organisations should set standards for responsiveness according to the customers' requirements because their notion of what constitutes speed and promptness might differ from the customers.

Zeithaml and Bitner (2003) contend that, designing service employee's jobs, having a clear job description and training form a strong foundation for responsiveness. Zeithaml and Bitner., (2003) argue that customer`s standards for prompt services may be different from organisational standards. In the context of higher education, a university student's standards for prompt service are more likely to be different from management standards.

Assurance

This refers to the ability of a service firm to inspire trust and confidence in the firm through knowledge, politeness, trust and worthiness of the employees (Zeithaml & Bitner 2002). This dimension refers to the firm's employees. Are employees skilled workers who are able to gain the trust and confidence of the customers? Ensuring that employees possess the right attitude toward quality is of the utmost importance to service organisations particularly.

Customers' perceptions of service quality will be influenced by employees' friendliness, credibility, trustworthiness, and competency, according to Walker (1995). Consumers' certainty may be enforced in the minds of customers by giving solid evidence of the service, especially early in the relationship (Walker, 1995). In the case of higher education, the provider would like to foster trust and loyalty among its staff and students. The student may require tangible proof to access the assurance dimension in the early phases of the student-institution interaction (Walker, 1995). Visible proof of a degree, honors, special certificates, and other distinctions, according to Zeithaml and Bitner (2002), would offer a prospective client (student) trust in a service provider. In the context of this study, a relationship between professors and students in a university may be an example.

Empathy

The empathy component "describes how a business cares for and provides customized attention to its consumers in order to make them feel particularly valuable and special" (Ziethaml & Bitner, 2002). The capacity of an organisation to acquire knowledge about its customers' specific concerns, wants, and goals goes a long way toward allowing them to receive tailored and personalized services. This

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always improves the organisation's competitiveness. This dimension in higher education entails offering students individual attention and recognizing their unique requirements (Arpin, 2007).

Tangibles

The physical dimension, according to Parasuraman et al (1988), is the look of a service firm's premises, staff, equipment, and communication materials. It's all about making first impressions in 'Tangibles.' Tangibles have the ability to draw current consumers to the service provider's customer service centers, as well as evoke good views of the service provider in the minds of future customers (Nimako et al., 2010). Because services reflect performance or activities rather than objects, teaching might be considered extremely intangible (Fosu & Owusu, 2015). Services, including education, are difficult for pupils to grasp (Fosu & Owusu, 2015). Thus, implying that managers of educational institutions can manage physical evidence by providing tangible clues to service quality; for instance, by reducing service complexity where possible and encouraging word-of-mouth recommendations from others.

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The model is depicted in figure 1 below
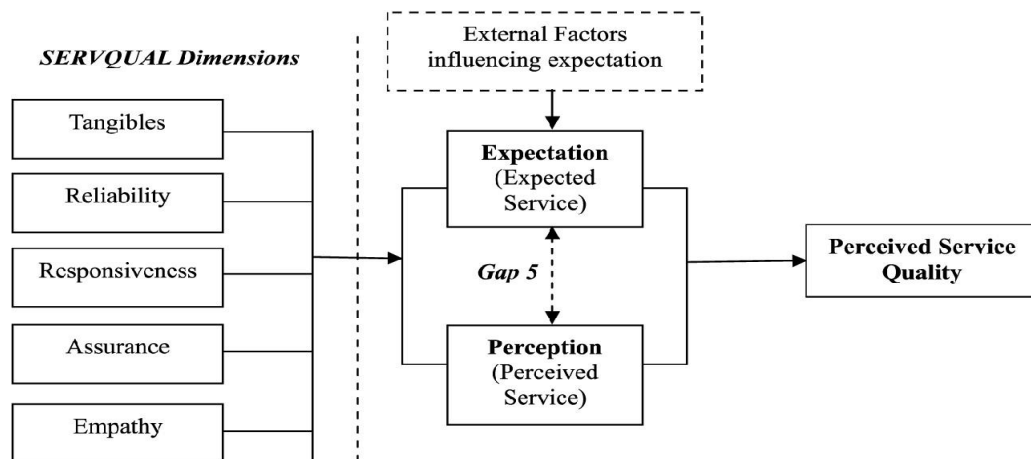
Figure 1: Measuring service quality using SERVQUAL model (Kumar et al, 2009)

Customers' expectations are influenced by external variables that are within the service provider's control, as illustrated in the diagram. The discrepancy between consumers' expectations and perceptions, which is referred to as perceived service quality, is shown by gap 5 on the diagram (Kumar et al., 2009). This research focuses on the disparity between consumers' expectations and impressions of service at grocery stores.

The SERVPERF Model

The application of SERVPERF as a suitable tool in higher education has been addressed by various authors, and more recently by Mertova and Nair (2011) and Christiansen, Turkina and Williams (2013). SERVPERF measures service quality based on exactly the same 22-items employed in the SERVQUAL model, with five broad dimensions but without the expectations aspect. In other words, SERVPERF does not view service quality as a disconfirmation paradigm as

SERVQUAL does, but rather as a perception and an attitude. SERVPERF has been documented as having been used in a number of higher education studies (Kontic, 2014) and as compared to SERVQUAL, showed more applicability to the higher education and library sectors (Kajan et al., 2012). In addition, compared to SERVQUAL, SERVPERF is more simplistic in the metrics used and contains fewer questions (Kajan et al., 2012).

Cronin and Taylor (1992) were among those who questioned the SERVQUAL measuring scale. They argue that the scale is confused with consumer satisfaction, casting doubt on the model's conceptual foundation. Furthermore, they proposed that the SERVQUAL Expectation component be eliminated and only the Performance part be employed. Cronin and Taylor (1992) go on to say that assessing perceptions rather than the discrepancies between expectations and perceptions may be a better indication of service quality.

Empirical findings show that SERVPERF is more reliable than SERVQUAL, demonstrating that assessment expectations may be ignored (Cronin and Taylor, 1992). In response, Parasuraman et al. (1994) justified the inclusion of expectancies, claiming that SERVQUAL's diagnostic utility outweighs its lack of predictive strength. In a comparison of the two models, Zeithaml et al. (1996) argue that if the primary goal of the study was to explain variation in a dependent construct, using just perceptions to evaluate service quality was more suitable. Despite this, a recent study concluded that both the SERVPERF and SERVQUAL scales are adequate predictors of overall service quality (Carrillat, Jaramillo & Mulki, 2007).

The HEdPERF Model

HEdPERF, a new measure of service quality created particularly for higher education, has recently been established and consists of 38 items that go beyond simply academic concerns by including a focus on the complete service context as seen by students (Abdullah, 2006). According to Abdullah (2006), tertiary institutions can employ HEdPERF to improve service quality. Students' opinions of service quality may be evaluated by analyzing six factors, including non-academic elements, academic aspects, reputation, access, program problems, and comprehension, according to research findings.

Higher education institutions may create a more effective service delivery process by evaluating service quality and understanding how these aspects affect service quality (Abdullah, 2006). Given the present economic situation, this is critical, as many UK universities are facing significant budget cuts. Furthermore, rising tuition costs have the potential to turn students away from higher education, making it all the more important to evaluate service quality. Furthermore, it is critical to please students since satisfied students are more likely to promote the service to other potential students and to prolong their connection with the service provider (Munteanu, Ceobanu, Bobalca & Anton 2010). As a result, because the student is the primary user of the service, it is even more critical to comprehend service quality and its impact on the service delivery process in order to better meet students' requirements.

Reliability of SERVQUAL Model

The SERVQUAL model has been used in certain research to demonstrate its dependability. Curry et al. (2002, p.197) utilized the SERVQUAL methodology

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and three physiotherapy services in Dundee, Scotland to assess the quality of physiotherapy treatments. They took the 10 original evaluation criteria and condensed them into five: tangibles, reliability, responsiveness, assurance (which includes competence, courtesy, trustworthiness, and security), and empathy (including access, communication, and understanding). With the use of flexible 22-item survey tools, the quality gap is quantified along these five parameters.

Questions on customer expectations and views are included in the survey. They wanted to see whether they could find five gaps identified by Parasuraman et al (1985). Even though they recognized that the impression gaps were slightly unfavorable and that the services might be improved, they discovered that the services were highly valued by clients. Their research revealed that confidence and empathy were critical factors in their findings. Despite the SERVQUAL model's critics, they demonstrate its promise for assessing service quality in the public sector to establish customer priorities and monitor performance. Akan, (1995) used the SERVQUAL model in the four stars hotels and found out that competence and courtesy combined with assurance where most important attributes influencing the perception of quality.

Empirical Review

This section presents a review of researches that have been undertaken in line with the topic and objectives of this study. Soni (2015), undertook a study on the topic "Service Quality, Student Satisfaction and Brand Equity: A Case Study of Select South African Universities". The main problem of the study was to find the perception amongst students of Service Quality, Student Satisfaction, and Brand

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Equity, and the associations between these constructs for the selected sample of higher education students in South Africa? Purposive judgmental samples of 400 students from two select higher educational institution campuses were selected in equal proportions (i.e. 200 students from each institution).

The data was collected using a semi-structured questionnaire and subjected to different kinds of statistical analyses. Descriptive tests for each construct were conducted based on frequency tables and graphs (including cross-tabulations with select demographic variables e.g. gender), cluster analyses, and factor and Confirmatory Factor Analyses. Inferential statistical analyses, to show the associations and predictive abilities of the independent variables within each construct were conducted using correlations, multiple linear regression analyses AND Structural Equation Modelling. The study¡¦s findings are: The key service quality factors rated from highest to lowest were Responsiveness, Assurance, Reliability, Tangibles, and Empathy. Important service quality explanatory factors were Empathy, Tangibles. Reliability, Responsiveness and Helpfulness. No differences were found in Overall Service Quality (OSQ), Overall Student Satisfaction (OSS) and Overall Brand Equity (OBE) across demographic categories, except for race. The study used the SERVQUAL model.

Again, Chingang (2010) researched on the topic, Using the SERVQUAL Model to assess Service Quality and Customer Satisfaction, An Empirical study of grocery stores in Umea. The main purpose of the study theoretically was to find out how applicable the SERVQUAL model is in the context of grocery stores and empirically, describe how consumers (students) perceive service quality and whether they are satisfied with services offered by these stores in Umea. A self-

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completion questionnaire was developed from the SERVQUAL instrument and distributed using a convenience sampling technique to students in the Umea University campus to determine their perceptions of service quality in grocery stores. From the analysis carried out, it was found out that, the SERVQUAL model was not a good instrument to measure service quality because some of the items under the dimensions overlapped and regrouped under different dimensions from the factor analysis carried out. It also showed some items associated to more than one component. Some dimensions showed a reliability scale of less than 0.7 which could have been as result of the wordings used in the questionnaires or the number of items used under each dimension. Also, it was found that the overall service quality perceived by consumers was not satisfactory meaning expectations exceeded perceptions and all the dimensions showed higher expectations than perceptions of services.

Annor (2012) also did a study on An Assessment of The Service Quality Delivery in Tertiary Education – A Case Study of Pentecost University College, Ghana. The study sought to assess understanding how various factors or dimensions of service quality affected students' satisfaction within a university setting. The methodology adopted the case study approach for the study. Data were collected using questionnaires from a sample of 230 respondents selected from the study population of 2733. SPSS was used in the analysis of primary data collected and the results were presented in the form of tables and figures. The findings were that both students and staff were satisfied with the service quality delivery in PUC.

Additionally, it was found that quality dimensions such as empathy, assurance, tangibles, processes and procedures were important factors to students and staff.

Still with respect to service quality, Khodayar, Fatemeh, Narenji and Afarinandehbin (2012) researched on measuring university service quality by means of SERVQUAL method. The purpose of the study was to determine university service quality in the International branch of Amirkabir University (Iran). In the study, a total of 102 students in five courses (Electronic engineering, Civil engineering, Mechanical engineering, Chemical engineering and MBA) in the international branch of Amirkabir University, were asked to complete a SERVQUAL questionnaire. This questionnaire measured students' perceptions and expectations in five dimensions of service that consists of assurance, responsiveness, empathy, reliability and tangibles. The quality gap of university services was determined based on differences between students' perceptions and expectations. The study used a quantitative method and a descriptive design. The results demonstrated that in all of the five SERVQUAL dimensions there was a negative quality gap ($p<0.05$). Also, responsiveness is the most important dimension for the students but had the largest gap. So, improvements are necessary and the university must pay more attention to the students' requirements.

Yarimoglu (2017) carried out a study to investigate the differences of demographic variables on e-service quality and perceived value in private online shopping clubs. How demographics differ in service quality and perceived value in private online shopping club was the research question, and the hypotheses were developed based on this question. The questionnaire contained three parts as the questions regarding online shopping behaviour, demographic questions, and the

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constructs of E-S-QUAL, and perceived value. The survey was administered to a random sample of 280 college students by the technique of face-to-face survey. Findings showed that there was no significant gender difference on e-service quality and perceived value, however age and the length of private online shopping had significant differences on e-service quality and perceived value. Income level had no significant difference on e-service quality whereas it had a significant difference on perceived value.

Finally, Arshad and Ameen, (2010), research on "Service quality of the University of the Punjab's libraries. The purpose of the paper was to measure service quality of academic libraries of a major university from students' perspectives and to determine libraries' own performance towards meeting users' expectations. Research settings of the study were University of the Punjab's academic libraries, excluding the main library. A survey method was chosen as a method of investigation and a modified SERVQUAL questionnaire was used to explore users' desired and perceived service levels along a seven-point Likert scale.

The sample of the study was selected using stratified random sampling through proportional allocation. The results revealed that users' expectations were high as compared to their perceptions, and a discrepancy was found between expectations and perceptions of all 22 SERVQUAL statements. The overall service quality and satisfaction of the university's libraries was found to be somewhat good. Users were satisfied with library staff's courteous and caring behaviour. However, university librarians desperately need to take remedial actions to improve library staff's competency and physical facilities. Users preferred the "tangibles" dimension more than other dimensions.

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Conceptual Framework

The conceptual framework (Figure 2) illustrates the fundamental process that this study is based on. The SERVQUAL approach, as previously said, is appropriate for assessing service quality in a university utilizing the service quality dimensions. We assess quality perception using the same parameters because we believe they contribute to service quality (Parasuraman et al., 1988). Because the SERVQUAL method incorporates the two dimensions, the first 22 questions of the SERVQUAL model are adjusted in this study to assess students' perceptions of service quality at the University of Cape Coast. The model is a summary for the 22-items and we want to find out the overall service quality perceived by students and which dimensions students are most satisfied with.
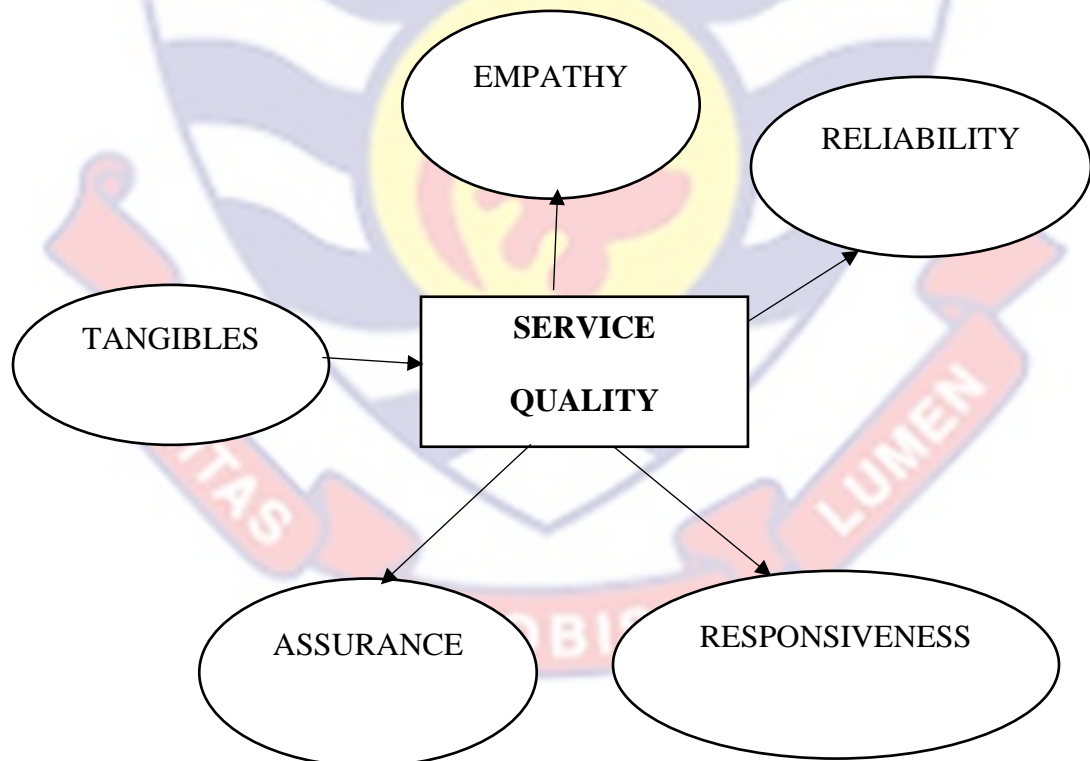
Figure 2: Conceptual Framework

Source: Author's Construct, Cudjoe (2021)

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Chapter Summary

This chapter evaluated the literature on the topic under consideration. This chapter begins with a notion that serves as a foundation for the research. In addition, key concepts relevant to this study were defined and operationalized. The theory of consumer behaviour was used to explain the basis for students' perceptions of service quality. The main concepts reviewed in this chapter were service, service quality, perception of service quality, characteristics of services, and how a service is delivered. The methodology consists of 22 questions that are used to assess service quality across five major aspects. Tangibility, Reliability, Assurance, Responsiveness, and Empathy are among the aspects. An empirical evaluation of investigations done by other researchers is also included in this chapter. The chapter ends with a conceptual framework that explains how the study's dimensions and concepts were applied.
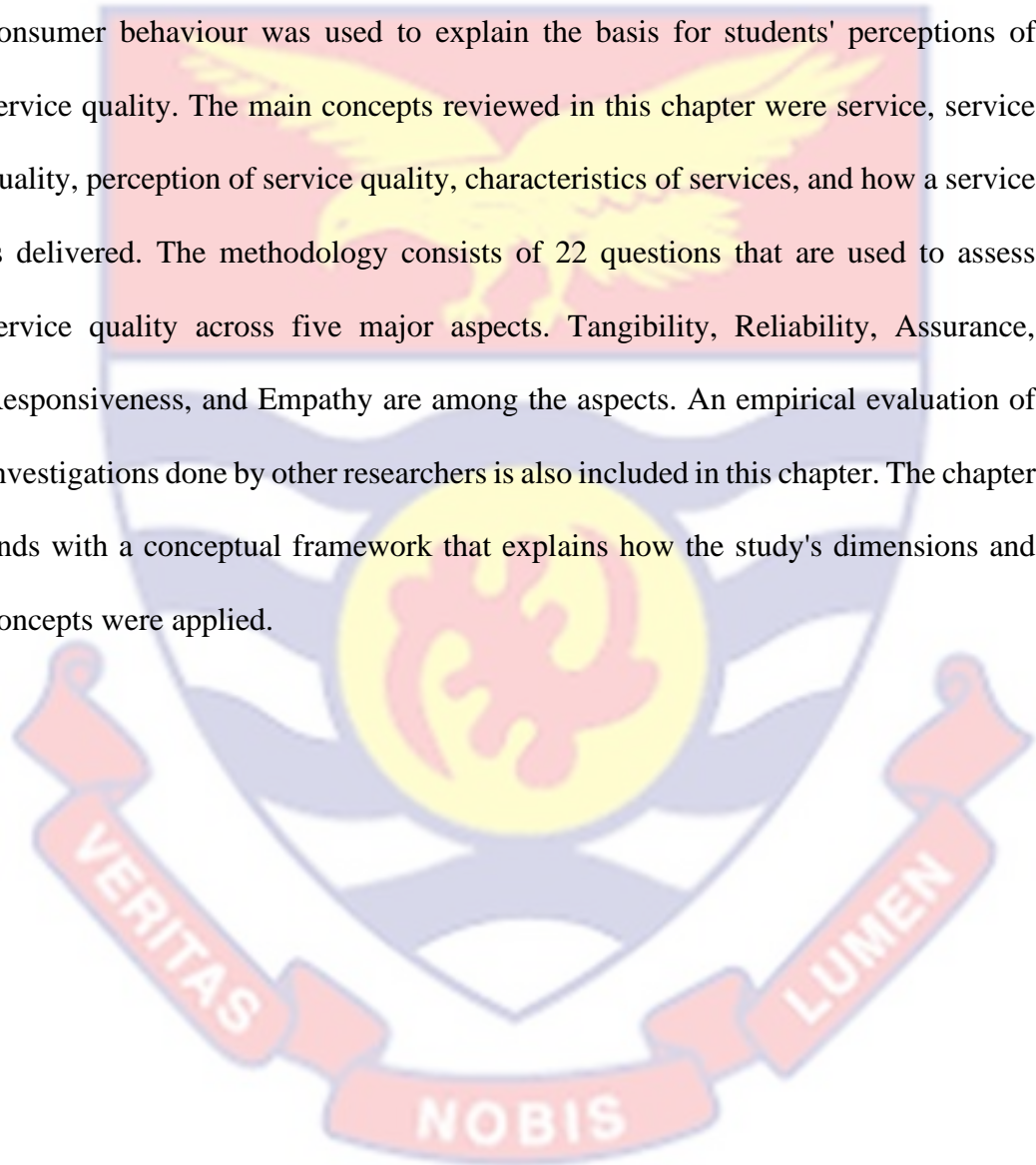
CHAPTER THREE

RESEARCH METHODS

Introduction

This chapter discussed in details and in systematic manner the methodology used for the study, and this includes the research approach, research design, the study population, sampling and sampling procedures adopted for the study, the instruments used, and procedures followed in the collection and analysis of data.

Research Approach

Sekaran and Bougie (2016) postulated that, the epistemological underpinning of a quantitative motif holds that there exist definable and quantifiable social facts. The study therefore employed the quantitative research approach based on the nature of the study purpose under consideration, specific objectives, hypotheses and the nature of the primary data to be collected and analysed. Creswell (2014) asserted that quantitative approach deals with explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics).

This approach typically begins with data collection based on a hypothesis or theory and it is followed with application of descriptive or inferential statistics (Tashakkori & Teddlie, 2010). Quantitative methods are frequently described as deductive in nature, in the sense that inferences from tests of statistical hypotheses lead to general inferences about characteristics of a population. Quantitative methods are also frequently characterized as assuming that there is a single "truth" that exists, independent of human perception (Lincoln, Lynham & Guba, 2011). It

was also found that the findings from quantitative research can be predictive, explanatory, and confirming (Williams, 2007 as cited in Bernard & Bernard, 2012).

Research Design

According to Singh (2006), research design is essentially a statement of the objective of the inquiry and the strategies for collecting the evidence, analysing the evidences and reporting the findings. Research design is a plan or a guide which specifies how data relating to a given research should be collected, measured and analysed (Sekaran & Bougie, 2016). According to Kothari (2004), research designs deal with creation of decisions regarding the techniques which are utilized in gathering data, the type of strategies and instruments for sampling, and ways in which the constraints of time and cost can be dispensed. According to Sekaran and Bougie (2016), and Saunders and Lewis (2016) research design can be categorised into three broad categories based on the purpose of the study; namely, exploratory, descriptive and causal designs.

This study adopted the descriptive survey. Descriptive design is often employed by researchers in order to afford them the opportunity to describe and understand the characteristics of the study variables (Sekaran and Bougie, 2016). This design was important for use in the study because it offered the researcher opportunity to describe and assess service quality within the university.

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Study Area

This study was conducted at the University of Cape Coast in the Central Region of Ghana. Therefore, all the 14,815 regular students of the University of Cape Coast constituted the target population whereas the levels 100, 200, 300, and 400 both resident and non-resident (11,698) constituted the accessible population with the rest being postgraduate students. There is regional balance in the students' population that is, at least every region in the country has a student in the university (University of Cape Coast, 2010). The university is located at the western side of Cape Coast, the Central Regional capital. It was established in 1962 by the first President of the Republic of Ghana; Dr. Kwame Nkrumah. It was initially established to train teachers to feed the second cycle institutions in the country. On October 1, 1971, the university attained the status of a full and independent university with the authority to confer its own degrees, diplomas and certificates by an Act of Parliament; The University of Cape Coast Act 1971 (Act 390) and subsequently the University of Cape Coast Law, 1992 (PNDC Law 278) which made the university autonomous (University of Cape Coast Annual Report, 2010).

It was established out of a dire need for highly qualified and skilled manpower that would train and develop the nation's human capital. Thus, it was established to train graduate teachers for second cycle institutions, teacher training colleges, and technical institutions a mission which the two universities existing at the time were ill-equipped to fulfill. The university was also given the mandate "to serve the needs of the whole country" and "to play a unique role in national development by identifying national needs and addressing them" (UCC law, 1992). Thus, the study area is very reliable in achieving the aim of the research.

Study Population

The population of a study is defined as the elements or people to be studied and from whom data is obtained (Keller & Warrack, 2003). In other words, population is the universal set of all the existing people, units, items, or events that contain characteristics of interest as well as all the set of possible data values for a subject under study (Castilo, 2009). The targeted population of this study were the students of the University of Cape Coast. From an initial intake of 155 students in 1963, the university currently has a total population of 74,720 (undergraduate student population is about 18,949 regular students, 1445 sandwich students, 2773 regular postgraduate students and 48,989 distant learners). The students' population used for the study included only the undergraduate and postgraduate regular students' population of 21,722 (VC's Annual report, 2020).

Sampling Procedure

The sample size is the number of observations that constitute it. The sample size is an essential feature of any empirical study in which the aim is to make inferences about a population from a sample. In this study, the researcher used the Krejcie and Morgan (1970) sample determination table which pegs the sample at 379 students (See Appendix B). Basically, two types of sampling methods exist, which are probability sampling and non-probability sampling. The sampling technique used in this study was the simple random sampling. This is in line with the argument by Oakshott (1998) that every member of the target population has an equal chance of being selected. The choice of this technique was to avoid the occurrence of any bias in the chosen sample of the population.

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Primary Data

In this study, the data obtained from the field was basically primary. These were responses collected through administered questionnaires. The questionnaire would be administered personally. The advantage of this is summarized by Osuala (1982) as the researcher having the opportunity to brief respondents to understand exactly what the items mean so as to obtain the right responses. The purpose of the study would be explained to the participants and this would pave way for the retrieval of the questionnaires from respondent without difficulty, hence resulting to establishing rapport with the respondents' and ensuring higher recovery rate.

Data Collection Instrument

Data was collected using questionnaires. It was used to obtain primary data from the field of study. Questionnaire is a set of formal questions framed and written down for respondents to provide answers to (Donald & Schindler, 2003). The use of questionnaires is very common in social science because they provide an efficient means by which statistically quantifiable information can be gathered. In this study close-ended questionnaire were employed. The close-ended questionnaires provided specific possible answers and the respondent were made to choose one possible answer.

The questionnaires consist of two sections using a summated rating method, which required respondents to circle the number that accurately represents their perception of each statement. The first part of the questionnaire covered the respondents' personal information. The second section addressed questions relating to students' ideal service quality and their perceived service quality of the University of Cape Coast. The SERVQUAL model developed by Parasuraman, et

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al., (1988) was adopted as the instrument for service quality measurement. Only service quality perceptions of the students were measured which implies that the study adopted a modified SERQUAL model by (Parasuraman et al.,1988). A 5-point Likert scale, which measures the extent to which respondents agree or disagree with statements, was used. The scale ranked from 1-5, 1 indicated the least level of agreement with the statements, 5 indicated the highest level of agreements with the items in the scale.

Data Analysis and Presentation

All completed questionnaires were checked for completeness and accuracy of the data gathered. Codes were then assigned to the variables. To facilitate comparison, values corresponding to responses were further converted into percentages. Statistical techniques, frequencies and percentages were used to represent data. The study used the Statistical Package for Social Science (SPSS) version 26 data processing tool for the input, processing and presentation of data in a graphical form for the analysis and interpretation of the data gathered.

The first objective was analysed using the mean and standard deviation of each of the 22 items that measured perception of quality. Since the items were to be ranked on a scale of 1-5, mean served as the best method of central tendency and standard deviation as a measure of dispersion as held by Pallant (2015). The second objective was analysed by the use of Independent t-test. As pointed out be Tabanick (2013), an independent T-test can be used to test differences among two categorical independent variables, and a dependent variable measure on a continuous scale. Gender met the assumption of the categorical independent variables, and dimensions of Service Quality met the assumptions of the variable measured on a

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continuous scale. The third objective was measured using the Non-parametric alternative of the independent T-test. The Mann Whitney U test was used, since it had no assumption if normality in the distribution of data. Level of study was not normally distributed, thereby allowing for a non-parametric test.

Pre-Test

Validity and reliability indicate how best the instrument used in the study best measures the parameters it is meant to measure, and it is the measure of accuracy in terms of results attained in the study (Cook & Campbell, 1979). In this study, a pre-test of the research questionnaire was done at the university community in winneba. This institution was selected for the pretesting because it has similar structure employees like the one university community in the University of Cape Coast. This process was aimed at testing the accuracy and strength of the questionnaire in eliciting data needed for the study. In other words, this was to help in assessing the clarity of our questions to the respondents and to elicit their understanding regarding answering questions. Questionnaires were administered and after receiving them back, it was realized that the questionnaires did not need any significant changes.

Validity and Reliability

Reliability and validity are two key components to be considered when evaluating a particular instrument. Reliability, according to Bless and Higson (2000), is concerned with consistency of the instrument, and an instrument is said to have high reliability if it can be trusted to give an accurate and consistent measurement of an unchanging value. A Cronbach's Alpha of 0.851 was recorded

for the internal consistency and since it is above the standard 0.7, the scale can be considered as being reliable with the sample size (Pallant, 2015). Reliability means dependability or consistency (Neumann, 2006). It indicates the likelihood that a given measurement technique will repeatedly yield the same description of a given phenomenon. The role of reliability is to minimize the errors and biases in a study (Yin, 2003).

The validity of an instrument, on the other hand, refers to how well and instrument measures the particular concept it supposed to measure (Saunders et al., 2012). They further argue that an instrument must be reliable before it can be valid, implying that an instrument must be consistently reproducible; and that once this has been achieved, the instrument can then be scrutinized to assess whether it is what it purports to be. To ensure validity of questionnaires, the researcher reviewed other relevant literature that served as evidence and supported the answers found using the questionnaire, relevance being determined by the nature of their research question and their own judgement (Saunders, et al., 2012).

Results of the Cronbach's alpha

In order to measure the reliability of the gathered data, Cronbach's alpha was used. Table 1 shows Cronbach's alpha of all indicators.

Table 1: Reliability of scales and Cronbach's alpha of study variables

Variable	Items Retained	Cronbach's Alpha
Assurance	4	0.838
Responsiveness	4	0.848
Empathy	5	0.882
Reliability	5	0.917
Tangibility	4	0.865

Source: Field survey, Cudjoe (2021).

The Table 1 above provides the values of Cronbach's alpha for all the variables. It appears from the table that the values of Cronbach's alpha range between 0.838 and 0.917. These values are all equal or well above the minimum value of 0.70 as per Palant (2015). Thus, it can be concluded that the measures have an acceptable level of reliability.

Data Collection Procedures

The researcher requested consent from the Directorate of Human Resource, of the University of Cape Coast. Further, an introductory letter was obtained from Department of Human Resource Management, School of Business. Thereafter, permission was sought from the students as considered in the study. Respondents were given the full assurance that the study was for academic purposes and that their responses would be treated with the utmost confidentiality. The researcher administered the questionnaire to the respondents and the same was completed by the respondents and returned to the researcher at the spot and were subsequently checked for any missing information.

Response Rate

Data was collected from both undergraduate and post-graduate students of the University of Cape Coast. The population size was 21,722 and a sample size of 379 was chosen based on the Krejcie and Morgan (1970) sample size determination table (Attached as Appendix B). A total of three hundred and seventy-nine (379) questionnaires were issued from which three hundred and two (302) were filled and returned which represents a response rate of 79.7%. This response rate was considered satisfactory on the basis of the assertion made by Punch (2000) that a response rate of 50% is satisfactory enough for analysis. According to Mugenda and Mugenda (2003), a 50 per cent response rate is adequate, 60 per cent is good and above 70 per cent rates very well. The success rate in this study could be attributed to the self-administration of the questionnaires applied by the researcher from which the intended respondents from the various regions were pre–notified on the actual date before the data collection. The response rate is represented in table 2 below.

Table 2: Response Rate

Questionnaire	Count	Percentage (%)
Returned	302	79.7
Non- Returned	77	20.3
Total	**379**	**100**

Source: Field Survey, Cudjoe (2021)

Ethical Considerations

According to Patten and Newhart (2017), as referenced by Bless and Higson-Smith (2000), important ethical problems must be considered in every research project. These key ethical concerns, according to them, include voluntary involvement, right to privacy, anonymity, and information secrecy. As a result, every effort was made to ensure that all of these ethical concerns were addressed. For example, with voluntary participations, each respondent was free to choose whether or not to engage in the data gathering activity. Also, by enabling respondents to complete the surveys on their own, any concerns of right to privacy were addressed, and confusing questions were adequately addressed through their own convenient medium.

Furthermore, respondents were prohibited from submitting particular information about themselves on the questionnaire, such as names, phone numbers, and personal addresses, in order to maintain their anonymity. Respondents were also promised that their personal information will not be released to the public or used for any other reason than this study. Finally, the study guaranteed data confidentiality by promising participants that any information they gave would be kept private. They were also given assurances that none of the information they supplied would be used against them or made public. In summary, the study ensured that all major ethical issues were appropriately addressed.

Chapter Summary

The methodology used for the study was discussed in detail and in a systematic manner in this chapter, which included the research setting, research design, study population, sampling and sampling procedures used for the study,

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instruments used, and procedures followed in data collection and analysis. The debate served as a foundation for deciding on the study's population and sample size. The instrument to be utilized for this study, as well as the analysis to be done on each goal, are detailed in depth in this chapter, in keeping with the study's objectives. The chapter offered information on the accuracy of the measuring device utilized in this investigation, as well as ethical considerations for the researcher. It states that the respondents' identities will be maintained, and that the findings would only be used for academic reasons.
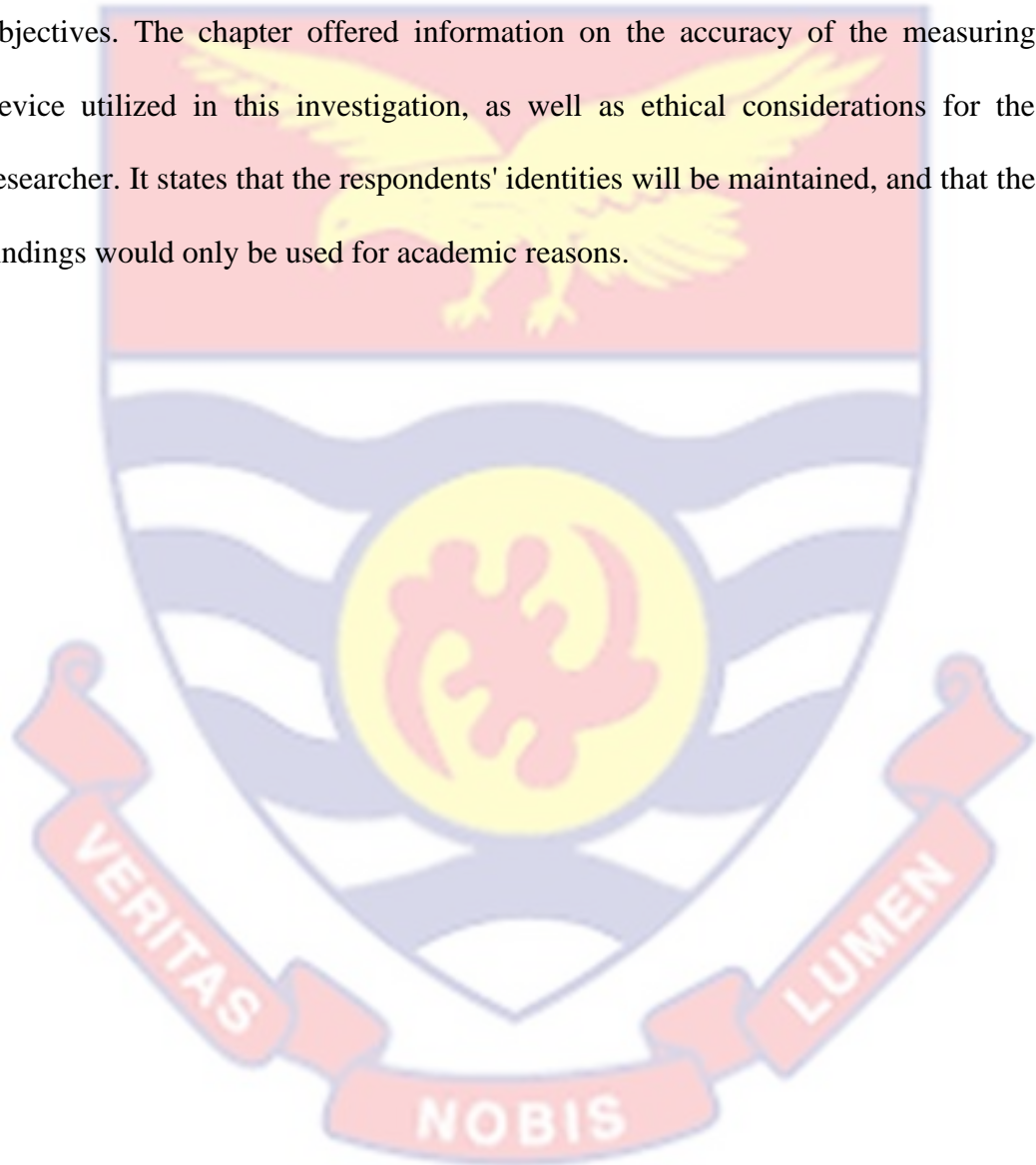
CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The primary goal of this research was to evaluate service quality at the University of Cape Coast. This chapter examines the information gathered from respondents (students). A structured questionnaire was the primary tool utilized in this investigation. The SERQUAL model was used to create the questionnaire, and statistical techniques such as mean, standard deviation (SD), frequencies, percentages, Man-Whitney, and Independent t-test were used. To make the results more readable, they are provided in tables. This chapter focuses on the fundamental research objectives established in Chapter One, in keeping with the major research purpose. The first section discusses the demographic background of respondents; however, the second section discusses the research objectives which include:

1. To identify the dimension of service quality that is most dominant in the University of Cape Coast

2. To determine the differences in the perception of service quality among male and female students in the University of Cape Coast

3. To investigate the difference in the perception of service quality among undergraduate and post-graduate students in University of Cape Coast

Descriptive Results for Socio-Demographic Characteristics

The nature of the respondents for this survey is described in this section. The demographic factors indicate the type of students who participated in the

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survey as respondents. Gender, age of respondents, current level of study at the University of Cape Coast, and their different halls of connections were among the biographical facts obtained. The findings will give a good knowledge of university students' perceptions and expectations of service quality. Table 3 displays the descriptive outcome.

Table 3: Demographic characteristics for respondents

		Frequency	Percent
Gender	Male	182	60.3
	Female	120	39.7
Age	16-20	48	15.9
	21-25	195	64.6
	26-30	43	14.2
	31 and above	16	5.3
Level	Undergraduate	244	80.8
	Postgraduate	58	19.2
	Atlantic	50	16.6
	Oguaa	64	21.2
	Adehye	24	7.9
Hall	Kwame Nkrumah	33	10.9
	Casford	26	8.6
	SRC	16	5.3
	Valco	33	10.9
	Valco Trust	56	18.5
Total		**302**	**100**

Source: Field survey, Cudjoe (2021)

Table 3 shows that 182 students out of a total of 302 were men, accounting for 60.3 percent of the study sample, while the remaining 120 were girls, accounting for 39.7%. Because the majority of responders are men, the University's strategic approach to encouraging female enrollment is explained by the gender distribution

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among students. Girls have traditionally been encouraged to apply to UCC by being given a lower cut-off point for the same program than their male colleagues. To reverse the trend, much more concerted efforts are required.

Another interesting result is with respect to the age of respondents. As part of this study, students were asked to indicate the age group in which they fall. The age groups were 16-20 years, 21-25 years, 26-30 years and beyond 31 years. The results indicate that the largest age group are respondents between the ages of 21-25, they are 195 in number and this represents a whopping 64.6 percent of the entire sample. The second largest group are respondents between the ages of 16-20 years, with 48 respondents representing 15.9% of the sample, and in third comes age group 26-30 years, 43 respondents in all, representing 14.2 % and the least group being respondents in the group of 31 years and above, 16 respondents, representing 5.3 percent of the study sample. The age distribution indicates that the nature of respondents for this study involves a perfect blend of young and matured students in terms of age.

With respect to the level of study of the respondents, the result indicates that majority of the respondents for this study are undergraduate students, 244 in all representing 80.8 percent of the respondents and post-graduate students, 58 (19.2%). The final demographic results are on respondents' hall of affiliation. It is evident from the results that majority of the respondents are from Oguaa hall, a total of 64 respondents (21.2%) and followed by Valco Trust, 56 (18.5%).

It is worth nothing that all post-graduates' students are affiliated to Valco Trust. In third place comes respondents in Atlantic hall 50 (16.6%) followed by Kwame Nkrumah and Valco both having 33 respondents representing 10.9 percent

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of the respondents. These were followed by the single sex hall, Casford (males), 26 respondents representing 8.6 percent and Adehye hall (females) 24 respondents representing 7.9 percent. The least represented hall is the SRC hostel having 16 respondents representing 5.3 percent. The results indicate that respondents are affiliate of all the halls of residence in UCC and as such have first-hand information on service quality. The demographic results indicate the richness in level of diversity in age group, level of education, gender and hall of affiliation. And presents the perfect mix of respondents to assess quality of service at the University of Cape Coast from a students' perspective.

Findings of the Research Questions

This section presents results and analysis based on the three key questions of this study. Both descriptive and inferential statistics are used in analysing the data. As it has been indicated in the methods, the design of this research is descriptive and adopts a quantitative method. The results and analysis are presented chronologically based on the stated objectives of this study.

Research Question One: What is the most dominant dimension of service quality in the University of Cape Coast?

The instrument for this study was based on the SERQUAL and it has a series of 22 questions each that measure perceived and expected service quality, across five key factors; Assurance, Reliability, Tangibility, Empathy and Responsiveness (See Appendix A). The purpose of this objective is to determine which is the most dominant factor that defines students, perception of service quality at the University of Cape Coast. Table 4 provides details results on the dimensions of perceived service quality at UCC. The table is made up of 22 statements measuring students' perception of the quality of service they receive. Respondents were to indicate their level of agreement with each statement on a Likert scale of 1 to 5, with 1 representing the least level of agreement with the statements and 5 representing the highest level of agreement. Levels of agreement were analysed by the use of Mean and Standard Deviation (SD) which measures how responses are dispersed around the mean. The Table also presents the five components of service quality the average mean of the statements that make up each factor. Cronbach Alpha is also presented to check the reliability of each factor.

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Table 4: Dimensions of perceived service quality at UCC

Factors	N	Mean	SD	Cronbach Alpha
Staffs of UCC are consistently courteous with me	302	3.05	1.22	
My lecturers instil confidence in me.	302	3.38	1.13	
I feel safe while services are being provided at the University	302	3.24	1.16	
My lecturers have the knowledge to answer my questions	302	3.56	1.13	
Assurance		**3.31**	**0.838**	
My lecturers never too busy to respond to my requests	302	3.20	1.18	
The staffs at UCC tell me exactly when services will be performed	302	3.04	1.22	
UCC staffs give me prompt service.	302	2.90	1.17	
Staffs at UCC are always willing to help me	302	2.99	1.21	
Responsiveness		**3.03**	**0.848**	
The employees of the University give me personal attention	302	2.84	1.26	
Lecturers at UCC give me individual attention	302	2.98	1.26	
The University has class times and office hours convenient to me	302	3.10	1.28	
Staffs at UCC have my best interests at heart	302	2.96	1.19	
The University understand my specific needs	302	2.85	1.20	
Empathy		**2.95**	**0.882**	

Table 4 Continues

UCC staffs provide their services at the time they promise to do so	302	2.94	1.224
When I have a problem, the staffs at UCC show a sincere interest in solving it	302	2.91	1.256
UCC's staffs perform services right the first time	302	2.84	1.202
When the staffs at UCC promise to do something by a certain time, they do so	302	2.87	1.257
The University insist on keeping error-free and accurate records	302	3.16	1.227
Reliability		**2.944**	**0.917**
The University's physical facilities are visually appealing	302	2.95	1.166
UCC employees are professional and neat-appearing	302	3.36	1.079
UCC has modern equipment	302	2.80	1.226
Materials associated with the services of my lecturers (such as handouts and notes) are visually appealing	302	3.18	1.195
Tangibility		**3.073**	**0.865**

Source: Field survey, Cudjoe (2021)

The results from the Table 4, the statement that indicates the highest perception of UCC's service quality is '' My lecturers have the knowledge to answer my questions", this statement representing the highest perception has a mean of 3.56 and a Standard Deviation (SD) of 1.134. This is followed by "my

lecturers instil confidence in me", mean= 3.38, SD= 1.134 and "UCC employees are professional and neat appearing", mean= 3.36 and SD= 1.079 The statement indicates the perception of students on the service that the University offers best. The students therefore perceive that the University can boast of a highly qualified and knowledgeable staff. The statements indicate that the respondents have a strong confidence about the competence and general attitudes of the University's employees.

The statement that indicates the least perception of students with respect to the services offered by the University is "UCC has modern equipment", this has a mean of 2.80 and an SD of 1.23. This indicates that the respondents perceive that the University has not done much in acquiring and serving respondents with modern equipment. This is followed by "UCC's staffs perform services right the first time" mean= 2.84, SD= 1.202 and "the employees of the University give me personal attention", mean = 2.84 and SD= 1.261. The above statements indicate areas that respondents perceive that the University has not been performing well and lacks in service quality. The results indicate a very sharp contrast, on one end the university can boast of qualified and knowledgeable staff, on the other hand students perceive that these skills are not employed to offer personalised attention and offer service on time.

Each statement falls under a particular dimension of service quality. The table indicates the average mean of each of the five SERVQUAL dimensions, its average mean and Cronbach's Alpha that measure reliability. The results provide an answer to the question of which dimensions informs respondents perception of service quality at the University of Cape Coast. The dimension with the highest

mean indicates an agreement by respondents that the said dimension is the most dominant factor in forming their perception of the quality of service. The dimension with the least mean also gives an indication of the service that University fails to provide best and needs high improvement. The five dimensions are; Assurance (4 items), Responsiveness (4 items), Empathy (5 items), Reliability (5 items) and Tangibility (4 items).

The results in table 4 indicate that the most important dimension in respondent's perception of service quality of UCC is Assurance, this dimension has a mean of 3.31, it is made up of 4 items and has a Cronbach's Alpha of 0.838. According to Pallant (2015), a Cronbach's Alpha of 0.7 and above indicates a high level of reliability. Assurance measures respondents' perception of the knowledge and courtesy of employees of the University and their ability to convey trust and confidence. The findings of this study support the findings of Abili, Thani and Afarinandehbin (2012) that "assurance" and "responsiveness" the most important dimensions of service quality followed by "reliability," "tangibles" and "empathy." Though it contrasts the findings of Soni (2015) that key service quality factors rated from highest to lowest were Responsiveness, Assurance, Reliability, Tangibles, and Empathy. The results point out that the knowledge courteousness and ability to convey trust of UCC employees have contributed most to the perception of the University's service quality.

The second most important dimension is Tangibility, mean =3.073 and a Cronbach's Alpha of 0.865. This dimension is made up of four items, and it refers to the physical appearance, facilities, equipment and communication materials of the University (Ananda & Sonal, 2017). Ironicaly, this dimension also contains the

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least statement with respect to perception of quality," UCC has modern equipments". The finding of Arambewela and Hall's (2006) study demonstrated that students found the tangibles construct as having the greatest impact on their perception of service quality. The third most important dimension is Responsiveness, mean= 3.03 and Cronbach's Alpha = 0.848. Zakari (2016) found that Tangibles and responsiveness dimension were found to be key determinants of service quality. The statement that indicates student's perception of how responsive UCC is "My lecturers never too busy to respond to my requests", mean = 3.20. This shows that respondents perceive that UCC lecturers are always available and ready to answer them.

The final two dimensions indicate a relatively low level of service quality perception among the respondents. The fourth most important dimension as indicated by the respondents is Empathy, Mean = 2.946 and SD = 0.882. The results indicate that respondents perceive that the University does not do much in providing care and individualised attention to the students. There is an indication from the results that the respondents are satisfied with the class times and office hours provided by the University, M=3.10. The least statement with respect to Empathy is the provision of personalised service to the students (M= 2.84). This is seen in offering special service to students with special needs like the physically challenged and visually impaired. The results is supported by the findings of Tosun and Başgöze (2015) who posits that; University students find attributes of staff such as understanding the needs and behaving nicely as insufficient.

The least perception of service quality dimension in this study is Reliability, mean= 2.944, Cronbach's Alpha = 0.917. Asogwa (2014) points out that,

Reliability involves ability to provide the promised services or resources needed by users dependably and accurately. The general notion of the respondents indicates that UCC does not always perform services right the first time (M=2.84), and Staffs fail to keep their promises on time to provide service (M= 2.87). Though the respondents perceive to a high extent that the University insist on keeping accurate records (M= 3.16), keeping up to time and delivering as promised affects how reliable the staffs are in serving students. Reliability as the least dimension of service quality has been supported by the findings of Rehman & Sabir (2012). It is imperative that the University adopts methods to reduce waiting time and improve service delivery.

Research Question Two: Are there differences in the perception of service quality among male and female students in the University of Cape Coast?

The second objective of the study sought to assess differences in perception of service quality among male and female students in UCC. Differences was tested among all dimensions of service quality. An independent sample T-Test was carried out to assess the difference in perception of service quality in male and female students. The nature of the test meets the underlining assumption of the independent T-test, since there are two categories measured on a nominal level and a continuous data (service quality dimensions).

Table 5: Group Statistics of difference in gender

	Gender	N	Mean	SD	Std. Error Mean
Assurance	Male	182	3.23	1.00	0.077
	Female	120	3.42	0.87	0.082
Responsiveness	Male	182	2.96	1.04	0.080
	Female	120	3.14	0.91	0.086
Empathy	Male	182	2.87	1.09	0.083
	Female	120	3.13	0.95	0.090
Reliability	Male	182	2.88	1.09	0.083
	Female	120	3.04	1.04	0.098
Tangibility	Male	182	3.00	1.00	0.077
	Female	120	3.19	0.95	0.090

Source: Field Survey, Cudjoe (2021)

Table 5 presents the descriptive statistics of the independent t-test. With respect to the Assurance dimension of perceived service quality, it is evident that Female students have the higher perception as compared to male students (Mean= 3.42, SD= 0.87), the standard deviation indicates that for the female students, the responses are dispersed around the mean. Also, Responsiveness dimension indicates a similar result Female student (Mean= 3.14, SD=0.91), Male students (Mean= 2.96, SD=1.03), the results indicate that the female students have a relatively higher perception of service quality as compared to their male counterparts. And the same pattern is repeated for all other dimensions. But just the values do not make statistical meaning, table 6 will give an understanding into whether the differing are just as a result of chances or are real statistical differences.

Table 6: Independent Samples Test, gender and SERVQUAL

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	T	df	Sig. (2-tailed)
Assurance	Equal variances assumed	1.217	0.271	-1.601	280	0.11
	Equal variances not assumed			-1.649	259.968	0.10
Responsiveness	Equal variances assumed	2.218	0.138	-1.512	280	0.132
	Equal variances not assumed			-1.555	258.765	0.121
Empathy	Equal variances assumed	4.351	0.038	-2.053	280	0.041
	Equal variances not assumed			-2.108	258.036	0.036
Reliability	Equal variances assumed	1.08	0.3	-1.249	280	0.213
	Equal variances not assumed			-1.26	245.098	0.209
Tangibility	Equal variances assumed	0.82	0.366	-1.592	280	0.112
	Equal variances not assumed			-1.611	246.819	0.109

Source: Field survey, Cudjoe (2021)

The null hypothesis of the Independent sample T-test is that; H_0: There is no significant difference between the groups. One key assumption that underlines Independent sample T-test is the Homogeneity of Variance and this is tested by the Levene's test for equality of variance. With respect to the Assurance dimension, the Levene's test show a p-value of 0.271 and this is above the p-value of 0.05. According to Pallant (2015), if the Levene's test is not significant, then we fail to reject the Null hypothesis that; H_0: There is no significant difference in the variance of the groups. Since our p-value in the test 0.271>0.05, we fail to reject the null hypothesis. This means that the variances are equal. The significant value with respect to Assurance is 0.110 and this is greater than the p-value of 0.05, this leads to the conclusion that there is no statistically significant between male and female perception with respect to Assurance.

An independent t-test was conducted to compare Responsiveness dimension between male and female students. The results indicate there was no significant difference in mean scores for Male (M= 2.959, SD= 1.038) and Female (M= 3.141, SD= 0.907), p = 0.132. The results indicate that female students have a higher perception of quality with respect to responsiveness than male students, but the t-statistics is less than 2 and the significant value is greater than 0.05, P=0.132. At best it can be concluded that the difference could be down to mere chance. With respect to Tangibility, the results indicate that Females students have a relatively higher perception of this service quality dimension (M= 3.188, SD= 0.949) and the Male students (M= 2.997, SD=1.004), the Levene's test indicates that there is homogeneity of variance, sig= 0.366 but the P-value =0.112 >0.05. This means that

there is no significant difference on Tangibility perception among Male and Female respondents.

With respect to Reliability, the results from Table 5 indicate that female respondents have a higher perception of reliability (M= 3.041, SD=1.038), than male students (2.879, SD= 1.086). The test for homogeneity of variance shows that variances are equal, sig =0.300, therefore we fail to reject the hypothesis that the variances are not significantly different. The p-value for the difference in mean is p= 0.213, this is greater than the accepted significant level of 0.05. This leads to the conclusion that there is no significant difference on Reliability among Male and Female respondents.

In this study, the only dimension of service quality that indicates a significant difference among Male and Female respondents is Empathy. The descriptive results hold that Female students perceive Empathy higher than Male students (M= 3.1250, SD=0.953), Male (M= 2.867, SD=1.087). From the results it can be concluded that female students hold in high esteem the personalised services and attention given to them by the university more than male students. The Levene's test is significant, p=0.038 this means that we have to report the p-value for Equal variance not assumed. The significant value is 0.036 and this is less than the p-value of 0.05. This leads to the conclusion that there is a statistical difference between male and females' students with respect to Empathy and female students hold empathy higher than male students. This is a significant result since there have been mixed reaction in literature with respect to gender and the perception of service quality among students of higher learning.

The results of the independent test contradict the findings of Naidoo (2012) who concluded that There is no statistically significant difference in the tangibles; reliability; responsiveness; empathy; or assurance perceptions amongst the male and female staff and students ($p > 0.05$). Yamirolgu (2017) also concludes that after measuring gender and age differences in shopping preference. The study found that there is no difference of gender on both e-service quality and perceived value. However, Palli and Mamilla (2012) studying a higher education institution found a mixed result; it indicated no significant difference in the overall satisfaction of the respondents in terms of age, occupation of the parent and total household income, but gender shows a significant difference in the student's perception of service quality of departments of the university whereby the female respondents were more satisfied than the male respondents.

Research Question Three: Are there differences in the perception of service quality amongst undergraduate and post-graduate students in the University of Cape Coast?

The third objective sought to determine differences in perception of service quality among the level of study. The level of study basically is undergraduate and post-graduate students. This is because the distribution of respondents between undergraduate and post-graduate level of study, a non-parametric test for difference was used. The Man-Whitney U test is the non-parametric alternative of the independent T-test. According to Mann and Whitney (1947), the test ranks ignoring the group to which a participant belongs to, it does not matter if the two groups of

participants are not of equal numbers. The mean rank of all dimensions is in Table 7.

Table 7: Mann-Whitney Test

Ranks

	Level	N	Mean Rank	Sum of Ranks
Assurance	Undergraduate	244	142.73	32542.5
	Post-graduate	58	136.31	7360.5
	Total	302		
Responsiveness	Undergraduate	244	145.92	33270
	Post-graduate	58	122.83	6633
	Total	302		
Empathy	Undergraduate	244	144.48	32941.5
	Post-graduate	58	128.92	6961.5
	Total	302		
Reliability	Undergraduate	244	144.31	32902
	Post-graduate	58	129.65	7001
	Total	302		
Tangibility	Undergraduate	244	140.77	32094.5
	Post-graduate	58	144.6	7808.5
	Total	302		

Source: Field survey, Cudjoe (2021)

The results from Table 7 provides data on the level of study that ranks high in perception of service quality on the various dimensions and which one ranks lowest. Since Mann-Whitney ranks scores from the lowest to highest, the group with the least mean rank has the lowest perception of service quality and the group with the highest mean has the highest perception. The five dimensions of perceived service quality are presented in Table 7 according to the level of study. With respect

to Assurance, the mean rank indicates that the undergraduate students perceive Assurance higher than Post-graduate students (Mean rank = 142.73) as compared to post-graduate (Mean rank = 136.31). It is evident from the results that undergraduate students perceive that the University staffs are courteous with them, as they also feel safe much more than the post-graduate students. This could be due to the perception held by academic staffs that post-graduate students are matured and can take care of their own issues.

Another quality dimension worth taking note of is Responsiveness, the mean rank indicates that undergraduate students have the highest mean rank (145.92) as against a mean rank of 122.83 by post-graduate students. The general perception is that undergraduate students perceive UCC as offering prompt services, always making time for students more than the post-graduate students. Also, Table 7 indicates the mean rank of Empathy dimension based on student level of study. Just as the pattern has been, Undergraduate students have a relatively higher perception of service quality than post-graduate students based on Empathy. Undergraduate students have a mean rank of 144.48 as compared to a post-graduate mean rank of 129.65. Undergraduate students take a lot of satisfaction and pride in personal attention offered them by UCC, favourable class times and the fact that the university understand their specific needs. Whiles the descriptive data may not indicate same for post-graduate students.

On the Reliability dimension, there is also a huge difference between the mean rank of undergraduate students (144.31) and post-graduate (129.65). Min and Khoon (2013) point out that reliability is a key dimension of perceived service

quality among students of higher education. In this study Reliability has been identified as the lowest dimension of perceived quality, this can be mainly attributed to the perception of post-graduate students since they have the lowest mean rank. The perception of service quality with respect to providing services right on time and keeping error free and accurate records is seen to be generally low among post-graduate students. The final dimension of perceived quality is on Tangibility. The results of Tangibility show that post-graduate have a higher mean rank of 144.60 as compared to undergraduates mean score of 140.77. A literal look at this descriptive result indicates perceive the touchable aspect of the University of Cape Coast higher than the undergraduate students. The tangibles include Buildings, computers and equipment, software and appearance of staff.

The results in Table 7 only present descriptive results, but it cannot be inferred from the results in the table whether the difference seen are significant or per chance. The results for significance in difference is presented in table 8.

Table 8: Test Statisticsa

	Assurance	Responsiveness	Empathy	Reliability	Tangibility
Mann-Whitney U	5875.5	5148	5476.5	5516	5988.5
Wilcoxon W	7360.5	6633	6961.5	7001	32094.5
Z	-0.523	-1.877	-1.264	-1.19	-0.312
Asymp. Sig. (2-tailed)	0.601	0.061	0.206	0.234	0.755

a. Grouping Variable: Level of study

Source: Field survey, Cudjoe (2021)

The results in Table 8, indicates whether the differences in Table 7 are statistically significant or is as a result of chance. Pallant (2015) posits that a significant value of p< 0.05 indicates that the difference is significant, a value above 0.05 indicates that the difference may be as a result of mere chance and not significantly different. From Table 8, Assurance dimension of service quality has the following results (U= 5875.5, z=-0.523, p=0.601). The p-value of Assurance dimension is greater than 0.05 and this mean that the difference in Assurance dimension of the level of study is not statistically significant and may be as a result of mere chance. Furthermore, Responsiveness (U=5148, z=-1.887, p=0.061) does indicate a statistically significant difference in student's perception of service quality based on their level of study at 90% confidence level.

Again, with respect to Empathy dimension of service quality, the results indicate that there is no significant difference in students' perception based on their level of study. The results indicate the following for Empathy (U=5476.5, z= -1.264, p=0.206). And the results prove similar with respect to the Reliability dimension (U= 5516, z=-1.19, p=0.234), since the p-value > 0.05, it can be concluded that there is no significant difference on the Reliability dimension of Service quality based on students' level of study. The final quality dimension is Tangibility (U= 5988.5, z=-0.312, p-value=0.755). The difference in Tangibility dimension among the study level of students is not significant. It is conclusive in this study that, level of study has no significant difference on Students' perception of service quality. Only Responsiveness is significant at 90% confidence level.

The results contradict other empirical research conducted. Min and Khoon (2013) found that students' present level of study is a good differentiator in perception of service quality. Significant differences are found in the level of study, differences in perception of responsiveness and reliability, and satisfaction level are found significant only at 90% confidence level. However, the findings of Min and Khoon support this current study with respect to the Responsiveness dimension. However, in the study of Jusoh et al (2004), it was concluded that there are significant differences based on the students' perception of this faculty service quality by year of study and race. And it's been supported by the findings of Ramez (2011) that there are no significant differences in the perception of overall service quality and its five dimensions in terms of respondents' gender, age, education level and nationality.

What could have contributed to this is the fact that generalised services are offered to students in the University irrespective of your level of study, bussing services, library, accommodations among others are offered generally. The results give an indication of consumer (students') behaviour with respect to the services provided by the university. Confirming the theory underpinning this study, the results have shown the variations that exist in the tastes and preference of the customers of the university and the users of its services. This knowledge will help design services to fit both male and female students, whiles paying attention to their level of study.

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Chapter Summary

This chapter has presented results on the various objectives of this study. The chapter started with the response rate on the instrument and demographic data on the respondents to describe the nature of the study's respondents. The various quality dimensions were assessed to identify the most common service quality dimension and the least quality dimension with respect to the perception of students. The chapter also include an analysis of the difference in the various dimensions of service quality based on the gender of the respondents. This was to identify which dimension differed on the gender of individual students. The final objective of the study was to assess differences based on students' current level of study. The levels of study were undergraduates and post-graduates. The results showed that there was no statistically significant difference on level of study with the exception of Responsiveness dimension that was significant at 90% confidence interval.
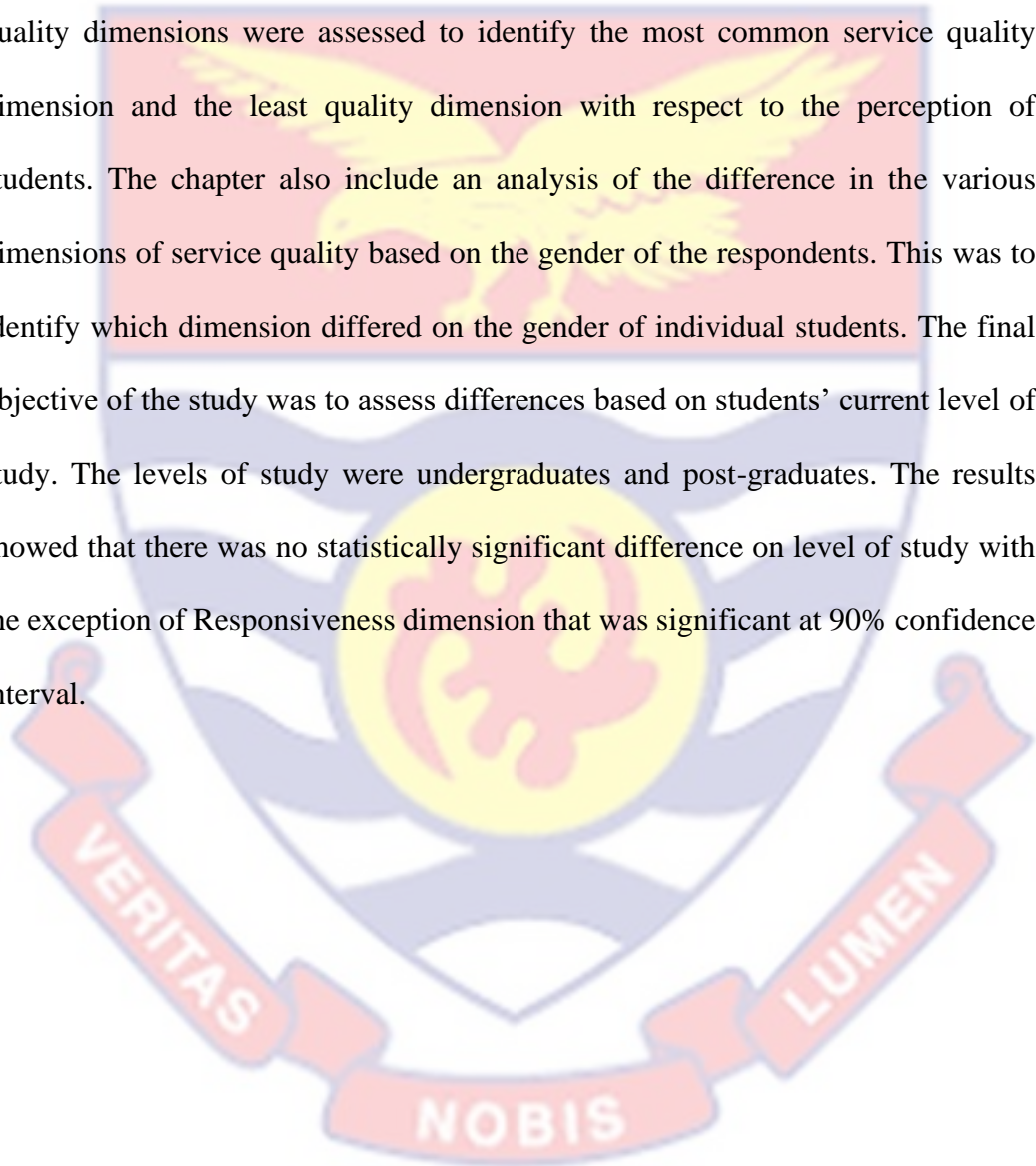
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This chapter provides an overview of the whole research project. The goal of the study, the objectives that drove the investigation, and the research strategy are all discussed in the overview. In addition, the chapter provides a summary of the analytical methods used in this study as well as the outcomes based on the study's objectives. The chapter concludes with a conclusion and suggestions based on the study's findings. The chapter closes with a recommendation for more study in the field of service quality.

Summary of the Study

The purpose of this study has been to assess service quality in the University of Cape Coast in the context of demographic characteristics. The specific objectives that guided the study are to;

1. Identify the dimension of service quality that is most dominant in the University of Cape Coast

2. Test the differences in the perception of service quality among male and female students in the University of Cape Coast

3. Investigate the difference in the perception of service quality among undergraduate and post-graduate students in University of Cape Coast

The research was conducted using a survey with a quantitative technique. The study was descriptive in character, explaining the nature of service quality at a

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learning institution. The study's population consisted of 21,722 regular students, both undergraduate and graduate students, with a sample size of 379 based on the Krejcie and Morgan sample size determination table. A simple random approach was used in the investigation.

A structured questionnaire was the primary tool utilized in this investigation. The questionnaire was based on the SERQUAL model and had two sections: the first section collected demographic data on the respondents to aid in describing the nature of the respondents in this study; the second section collected demographic data on the respondents to assist in describing the nature of the respondents in this study. The second section of the survey focused on the perception of service quality at the University of Cape Coast. Expectation and Perception of service quality each have 22 questions in the SERVQUAL paradigm. These 22 elements are classified as Empathy, Responsiveness, Tangibility, Reliability, and Assurance, which are the five aspects of service quality. In this study, respondents' perceptions of service quality were utilized to measure the quality of service provided, as this reflects their true feelings. Mean, standard deviation (SD), frequencies, percentages, Man-Whitney U-test, and Independent t-test were the statistical techniques used in this investigation. The study's findings were presented in accordance with the research questions.

Starting with the demographics, the study found that the instrument provided received a response rate of 79.7%. A total of 379 questionnaires were sent out, with 302 of them being filled out and returned. The findings also revealed that the number of male respondents was larger than the number of female respondents,

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with 182 male students as compared to 120 female students. Even a cursory examination of the findings revealed the need for enhanced efforts to encourage female students to seek university study. With regard to the respondents' ages, the data revealed that there was a fair representation of those aged 31 and up (5.3 percent), as well as the younger age group of 16-20 (15.9 percent) and a majority of 21-30 years (78.8%), which helped blend the younger students' perception of service quality with that of the matured students. Finally, the results revealed a representation of undergraduate (80.8%) and postgraduate (19.2%) levels of study, as well as particular halls of association.

"What is the most prevalent dimension of service quality at the University of Cape Coast?" was the first study question. Respondents were given 22 questions to answer this question, all of which were based on the SERVQUAL scale and aimed to evaluate perceptions of service quality. Respondents were asked to rank the extent to which each item matched their impression of UCC's service quality on a scale of 1-5. The items' means and standard deviations were used to answer this research question. Each statement falls under a particular dimension of service quality, the five dimensions are; Assurance (4 items), Responsiveness (4 items), Empathy (5 Items), Reliability (5 items) and Tangibility (4 items).

The findings of students' perceptions of the University of Cape Coast's service quality reflect the items that students believe the university performs well. In that line, the statement with the lowest mean denotes a specific activity that students believe the University does not adequately provide. According to the findings, the statement that shows the respondents' greatest opinion of UCC's

service quality is "my lecturers have the knowledge to answer my queries," with a mean of 3.56 and a Standard Deviation (SD) of 1.134. This was followed by "my professors instill confidence in me," with a mean of 3.38 and a standard deviation of 1.134, and "UCC personnel are professional and neatly dressed," with a mean of 3.36 and a standard deviation of 1.079. The statement reflects students' opinions on the finest service provided by the university. As a result, students believe that the University has a highly competent and knowledgeable faculty. The remarks show that respondents have high confidence in the University's personnel' competency and general views.

On the other hand, there are claims that suggest the institution provides poor service. The lowest mean score among the 22 items characterizes these claims. The statement with the lowest student opinion of the University's services is "UCC has contemporary equipment," which has a mean of 2.80 and a standard deviation of 1.23. This shows that respondents believe the university has not done enough to acquire and provide current equipment to them. Then there's "UCC's staffs conduct services correctly the first time," with a mean of 2.84 and a standard deviation of 1.202, and "UCC's workers offer me personal attention," with a mean of 2.84 and a standard deviation of 1.261. The comments above represent areas where respondents believe the University is underperforming and lacking in service quality. The findings reveal a stark contrast: while the institution may brag of competent and knowledgeable employees, students believe that these abilities are not being used to provide individualized attention and timely service.

The second part of this question's outcome was to see which of the five aspects of service quality best described respondents' perceptions of UCC's services. The answer to this question reveals the dimension UCC excels at. The results show that Assurance is the most significant component in respondents' perceptions of UCC service quality, with a mean of 3.31. Tangibility is the second most important dimension, with a mean of 3.073. Responsiveness is the third most significant dimension, with a mean of 3.03. Empathy is the fourth most important feature, according to the respondents (mean = 2.946). The findings show that respondents believe the university does not do enough to provide care and personalized attention to students. The provision of individualized assistance to kids (M=2.84) is the least statement in terms of Empathy. Finally, Reliability had the lowest opinion of service quality in this survey, with a mean of 2.944. According to the respondents' overall perceptions, UCC does not always provide services correctly the first time.

The second study question was: Are there any variations in service quality perceptions between male and female students at the University of Cape Coast? To see if there was a difference in impression of service quality between male and female students, an independent sample T-Test was used. The significant value for Assurance is 0.110, which is larger than the p-value of 0.05, implying that there is no statistically significant difference between male and female perceptions of Assurance. Male and female students differ in their responsiveness. The findings show that the mean scores for Male (M= 2.959, SD= 1.038) and Female (M= 3.141, SD= 0.907) were not significantly different, p = 0.132. The findings show that

female students have a higher impression of responsiveness quality than male students, although the t-statistics is less than 2 and the significant value is more than 0.05, P=0.132. In the best-case scenario, the difference might be due to chance alone.

The test also looked to see whether there were any variations in the Tangibility dimension. The results show that female students (M= 3.188, SD= 0.949) had a greater impression of this service quality dimension than male students (M= 2.997, SD=1.004), although the P-value =0.112 >0.05. This indicates that there is no discernible variation in the sense of tangibility between male and female responders. In terms of dependability, the results revealed that female students (M= 3.041, SD=1.038) had a greater impression of reliability than male students (2.879, SD= 1.086). The p-value for the difference in mean was p= 0.213, which is higher than the 0.05 threshold for significance. As a result, there is no statistically significant difference in reliability between male and female responders.

Empathy is the only aspect of service quality that shows a significant difference between male and female respondents in this study. Female students (M= 3.1250, SD=0.953) and Male students (M= 2.867, SD=1.087) perceive Empathy greater than male students (M= 3.1250, SD=0.953). Based on the findings, it can be stated that female students value individualized services and attention from the institution more than male students. The significant value is 0.036, which is lower than the 0.05 p-value. This leads to the conclusion that there is a statistical difference in Empathy between male and female students, and female students have more empathy than male students.

"Are there variations in the perception of service quality among undergraduate and post-graduate students at the University of Cape Coast?" was the final study question. A Mann Whitney U test was utilized to answer this question. This was due to the fact that the distribution depending on study level was not normally distributed. The descriptive findings of this exam revealed that undergraduate students had a higher mean perception rank than post-graduate students on all aspects, with the exception of the tangibility dimension. Post-graduate respondents had a stronger impression of tangibility than undergraduate respondents, according to the tangibility dimension.

The Mann Whitney test revealed that the difference in study level based on impression of service quality on all aspects was not significant, except for responsiveness, which is significant at a 90% confidence level. The following are the results for the assurance dimension of service quality (U= 5875.5, z=-0.523, p=0.601). Because the p-value for the Assurance dimension is larger than 0.05, the difference in the Assurance dimension of the level of study is not statistically significant and might be due to chance alone. Furthermore, Responsiveness (U=5148, z=-1.887, p=0.061) does indicate a statistically significant difference in student's perception of service quality based on their level of study at 90% confidence level.

Again, the results show that there is no substantial variation in students' perceptions based on their level of study when it comes to the Empathy component of service quality. Empathy (U=5476.5, z= -1.264, p=0.206) shows the following results. And the results show that there is no significant difference in the Reliability

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dimension of Service quality based on students' level of study (U= 5516, z=-1.19, p=0.234). Since the p-value > 0.05, it can be concluded that there is no significant difference in the Reliability dimension of Service quality based on students' level of study. Tangibility (U= 5988.5, z=-0.312, p-value=0.755) is the last quality dimension. There is no substantial variation in the Tangibility component among students' study levels. The findings of this study show that students' perceptions of service quality are unaffected by their academic level. At a 90% confidence level, only responsiveness is meaningful.

Conclusions

This research was conducted on the idea that evaluating service quality allows an organisation, particularly a higher education institution, to analyze its position in a competitive market and develop strategies for achieving and maintaining a competitive edge. It's also a good time to do a SWOT analysis, which involves identifying internal strengths and weaknesses as well as analyzing external opportunities and threats. The report clearly shows that the University of Cape Coast, as a public institution of higher learning, has invested in hiring qualified workers and enhancing the skills and capabilities of present employees. This is evidenced in the high perception of Assurance dimension of its service quality. And the fact that staff possess the right knowledge to answer students.

The study's contradictory findings include the fact that, while tangibility is the second highest perceived attribute of service quality, UCC has among of the lowest scores for quality perceptions on tangibility. The university with the lowest grade for modern equipment. The utilization of contemporary equipment in

teaching and learning is critical for a research institution. Students believe UCC lacks state-of-the-art technology and facilities to facilitate research, according to the findings of this survey. Furthermore, the least overall score on a dimension of quality been reliability dimension, leads to the conclusion that, though qualified, UCC staffs are not reliable in offering services. The key issue being that they fail to offer the right services and fail to provide service on time.

Surprisingly, the findings of this study revealed that gender had an impact on the perception of service quality based on empathy. Gender has no influence on how students perceive service quality in any other area. Females are more likely than males to believe that the university understands their unique needs and provides individualized attention. This might be due to the numerous strategies used to boost female enrolment, such as giving varying admission cut-off points. The findings also led to the conclusion that the study level has an impact on the perception of service quality and responsiveness. According to the findings, undergraduate students believe the university is attentive to their requests. Providing quick service and never being too preoccupied to cater to their needs. The conclusion is that the greater your academic degree, the lower your opinion of service quality responsiveness.

Recommendations

First and foremost, the study recommends that the Management of the University invest and acquire state of the art equipment to reverse the least Tangibility score. The process can be a gradual one by acquiring new computers and software to assist teaching and learning and improve research. The research

also suggests that the Human Resource department organise employee training and development seminars that include workshops on developing behavioural skills in dealing with student requests and enhancing empathy. The training should emphasize that students are the university's most important clients and should be handled with respect. The training should focus on increasing service delivery times, lowering line wait times, and managing customer relationships.

Furthermore, in terms of the influence of gender on empathy, the study suggests that the university create and offer tailored services to enhance male students' empathy perception. Academic counsellors might be assigned to students depending on their gender rather than their class. This is because it may be tough for a male student to open up to a female professor academic adviser. As a result, having one counsellor for male students and another for female students in the same class may help to increase their empathy perception. In addition, in order to address the impact of degree of study on responsiveness, the institution might establish a graduate student complaint desk or hotline, which would be dedicated to graduate students' requests to enhance responsiveness. As a result, differentiation addresses questions about the impact of gender and educational level on service quality.

Suggestions for Further Research

Further exploratory study in the subject of service quality might be performed to identify other characteristics of student perceptions of service quality. Given that students at higher education institutions come from different walks of life, cultural backgrounds and nationality might be examined to see how they affect how students evaluate service quality. Finally, across all public universities, comparative service quality studies may be undertaken to evaluate important aspects and create service quality benchmarks.
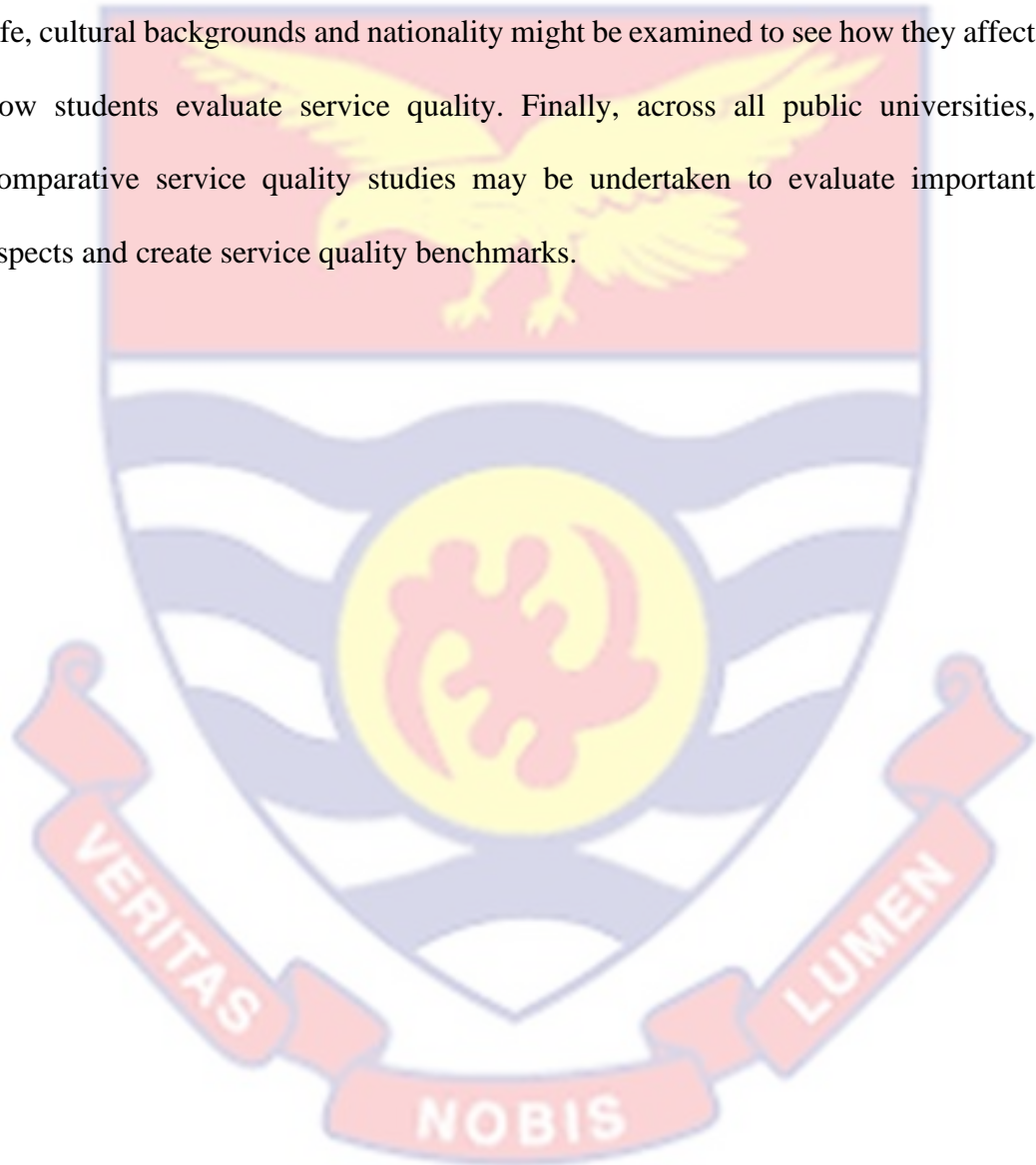
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APPENDICES

APPENDIX A: QUESTIONNAIRE

UNIVERSITY OF CAPE COAST

SCHOOL OF BUSINESS

DEPARTMENT OF HUMAN RESOURCE MANAGEMENT

Dear Respondent,

I am a student of University of Cape Coast, offering Master of Business Administration (Human Resource Management) programme at the School of Business, Department of Human Resource Management. This questionnaire is designed to ascertain information for my research work on the topic: "**ASSESSING SERVICE QUALITY AT THE UNIVERSITY OF CAPE COAST IN THE CENTRAL REGION OF GHANA".** This research is in partial fulfilment of the requirement for the award of a Master of Administration degree in Human Resource Management at the University of Cape Coast.

All the answers you provide will be treated with the utmost confidentiality and for academic purpose only. Please feel free to answer the questions as candid as possible.

Thank you

James Cudjoe

SECTION A

SOCIO-DEMOGRAPHIC DATA OF RESPONDENTS

To answer a question, either tick [√] or write short notes on the space provided where necessary.

1.   Gender:

            Male [   ]   Female [   ]

2.   Age Range:

            16-20 [   ]   21-25[   ]   26-30[   ]   31 and above [   ]

3.   Indicate your level at University of Cape Coast (Circle number)

   a. 100

   b. 200

   c. 300

   d. 400

   e. Post-graduate

4.   Please indicate your hall of affiliation

   a. Atlantic Hall [   ]   b. Oguaa Hall [   ]   c. Adehye Hall [   ] d. Kwame

   Nkrumah [   ] e. Casford Hall [   ]   f. SRC Hall [   ] g. Valco Hall [   ]

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SECTION B

SERVICE QUALITY (SERVQUAL)

Perception of service at the University of Cape Coast

The following statements should be answered with respect to your feelings about services at the University of Cape Coast. Please indicate your perception of the quality of service offered by UCC. Please circle the number corresponding to your level of agreement with each of the statements below.

Least agreement				Highest Agree
1	2	3	4	5

Put a circle (0) on your choice of answer.

Statements	scores				
Assurance					
Q-1 Staffs of UCC are consistently courteous with me	1	2	3	4	5
Q-2 My lecturers instil confidence in me	1	2	3	4	5
Q-3 I feel safe while services are being provided at the University	1	2	3	4	5
Q-4 My lecturers/ UCC staffs have the knowledge to answer my questions	1	2	3	4	5
Responsiveness					
Q-5 My lecturers never too busy to respond to my requests	1	2	3	4	5
Q-6 The staffs at UCC tell me exactly when services will be performed	1	2	3	4	5
Q-7 UCC staffs give me prompt service	1	2	3	4	5
Q-8 Staffs at UCC are always willing to help me	1	2	3	4	5
Empathy					
Q-9 The employees of the University give me personal attention	1	2	3	4	5
Q-10 Lecturers at UCC give me individual attention	1	2	3	4	5
Q-11 The University has class times and office hours convenient to me	1	2	3	4	5
Q-12 Staffs at UCC have my best interests at heart	1	2	3	4	5
Q-13 The University understand my specific needs	1	2	3	4	5

Reliability					
Q-14 UCC staffs provide their services at the time they promise to do so	1	2	3	4	5
Q-15 When I have a problem, the staffs at UCC show a sincere interest in solving it	1	2	3	4	5
Q-16 UCC's staffs perform services right the first time	1	2	3	4	5
Q-17 When the staffs at UCC promise to do something by a certain time, they do so	1	2	3	4	5
Q-18 The University insist on keeping error-free and accurate records	1	2	3	4	5
Tangibility					
Q-19 The University's physical facilities are visually appealing	1	2	3	4	5
Q-20 UCC employees are professional and neat-appearing	1	2	3	4	5
Q-21 UCC has modern equipment	1	2	3	4	5
Q-22 Materials associated with the services of my lecturers (such as handouts and notes) are visually appealing	1	2	3	4	5

THANK YOU FOR PARTICIPATING

APPENDIX B

Krejcie and Morgan's sample size determination table

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	**30000**	**379**
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	1000000	384

LEGEND: N=POPULATION, S= SAMPLE SIZE