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Assessing the Quality of Services Delivered to Students at the College of Languages Education (COLANGE) of the University of Education, Winneba, Ghana

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Abstract:
This paper presents an assessment of students′ perception of the service delivery at the College of Languages Education, University of Education, Winneba. The services delivered to students come in various forms, such as teaching and assessment, supervision, counseling, registration, library, etc. For these services to be of quality, they must be delivered promptly, as scheduled, and as requested by the students. The objective of the paper is to, among other things, examine the role of teaching and non-teaching staff in ensuring quality service delivery and also assess the determinants of quality service delivery at the College and recommend measures to enhance quality delivery. Findings from the study indicate that students' expectations were not met in terms of service delivery. It was also found that most of the attributes of service delivery to students at the College of Languages Education were lacking. Therefore, it is recommended that student services should be delivered according to scheduled timeless. It is also recommended that the tools and equipment needed to improve services to students and clients, in general, should be improved.

Keywords: Students, services, delivery, quality, assess

1. Introduction

It is undeniable that Universities are service institutions but not marketing organizations that sell products and services alike. With the Universities, knowledge and skills are imparted to students, and in doing so, various categories of services are delivered to clients (in this context, students) of the Universities. The services that are delivered come in the form of teaching, supervision, registration, financial services, and others. To ensure that Universities discharge their duties dispassionately and diligently, various departments are tasked to deal with students on specific issues. As such, the Teaching Departments are responsible for teaching and assessment, Registrar's Department is in charge of students' services, the Library is in charge of library resources, and the Finance Section deals with all financial services. Details of the services rendered by the various departments in a University are enumerated subsequently to conform to the dictates of objective one of this paper.

Academic/ Teaching Departments (Lecturers′ services) perform or deal with the following:

- Teaching students so that they are abreast of the content of the course (attending lectures all the time according to the arrangement on the timetable and organizing tutorials regularly for clear appreciation of the course).
- Objective assessment/evaluation of students' academic performance (regarding individual and group assignments/quizzes).
- Supervising research and practical/ laboratory work.
- Giving prompt feedback on students' academic performance, especially regarding continuous assessment before the end of semester examinations.
- General academic counseling and guidance of students.
- Academic counseling of students.

The Registrar′s Office provides the following services, among others, to students:

- Preparation of letters of attestation, introductory letters, and English proficiency.
- Generation of admission letters, transcripts, and printing of certificates.
- Authenticating photocopies of original certificates (certified true copy).
- Facilitating students′ registration.
- Helping with the conduct of examinations through timetabling, invigilation of examinations, and issuing examination chits to qualified students.

- Keeping accurate students' academic records.
- Respond to all students' queries relating to academic progression, admissions, missing grades, graduation, and many more.
- Following up on students' financial challenges with the finance section.
- Assisting students in the use of space for social and religious activities.
- Assisting students in their academic work, particularly on field trips and excursions with transport arrangements and provision.
- Resolution of student-student, student-staff, and student-community members conflicts even though lecturers also play a significant role depending on the circumstance.
- Issuance of students' identity cards.
- Relaying information to students on all issues in the university.
  The Finance Office also provides the following student services:
- The receipt of fee payment is paid to the cashier, even though most students are required to pay at banks or through mobile money. Other times, some students pay fees through cheques given to them by sponsors or their parents.
- Financial clearance at the beginning of the first semester in particular so that this financial clearance chit can be used to access other services like library registration, medical examination, and most importantly, course registration.
- Receipt of payment for introductory letters, letters of attestation, transcripts, and any payment from which the registry would use to prepare the letter requested.
- Payment of refunds (overpayment of fees).
  The Library offers the following services, among others, to students in the College:
- Reader services
- Reference services
- Electronic services
- Technical services

1.1. Statement of the Problem

Services rendered to students are sometimes delayed. As a result, most students complain about this state of affairs. Consequently, there is a need for remedial measures based on empirical evidence. Hence, this study assesses students' perception of service delivery at the College vis-a-vis their minimum service expectations.

1.2. Objectives of this Paper

The purpose of the paper was to explore the concept and determinants of quality assurance in higher education with particular reference to the College of Languages of Education of the UEW in Ghana. The specific objectives of this position paper are to:

- Examine the role of teaching and non-teaching staff in ensuring quality service delivery in the University of Education, Winneba, Ajumako Campus,
- Assess the determinants of quality service delivery in the University of Education, Winneba, Ajumako Campus and
- Recommend measures to enhance quality service delivery at the College of Languages Education of the University of Education, Winneba, Ajumako.

2. Literature Review

2.1. Overview of Service Quality in Higher Education

As a concept, service quality defies one wholly acceptable definition. It is, therefore, imperative to use explanations rather than definitions in discussing issues surrounding service delivery in a university context. In light of this, scholars explore ideas and viewpoints on how service quality can be measured or observed in a university setting. Consequently, in their observations, Ezeokoli and Ayodele (2014) indicated that service quality in recent years had been seen as a key performance measure for educational excellence. Similarly, Ahmed, Nawaz, and Ahmad (2010) and Donaldson and Runciman (1995) noted that service quality had become the primary strategic variable for universities to increase market share and create a strong consumer perception. On the same score, Alves and Raposo (2010) affirm that perceived quality creates a positive image in students' minds, ultimately leading them to satisfaction. Above all, Mazzarol (1998) is of the opinion that higher education institutions should maintain a distinctive image to have a competitive advantage.

Furthermore, Naidoo (2008), as cited in Ezeokoli and Ayodele (2014), elaborated on what service quality could mean to tertiary education students. She emphasizes, among others, that service quality means many things in so far as students' expectations are concerned, and these are:

- That the university should be a world-ranked tertiary institution of learning,
- The institution should have a well-established faculty,
- The university should be well recognized within the world and the community within which it resides,

- The institution should have the capacity to provide quality education, degrees, and diplomas that are market-related and in tune with the human resource requirement within the economy,
- The university should be able to provide adequate funding and scholarships to students,
- The institution is well-recognized and manned by highly skilled academics and efficient administrative staff who have students' best interests at heart,
- The university should be in a position to provide a safe learning environment with well-equipped lecture venues and laboratories.

Ezeokoli and Ayodele (2014) summed them up by stating that all these are but a few distinguishing characteristics of high-quality service that can set a university apart from others. From inferences made from various ideas, as espoused regarding the concept of 'service quality, this term can be defined in the education field as students' measurement or evaluation of how services are delivered by educational institutions, which should match with the expectations of students. Thus, the indication is that the quality of service delivered is defined by the students and not the institutions that deliver those services. In effect, educational institutions must first understand students' expectations as the basis for developing and delivering quality service in their respective schools (Fosu & Owusu, 2015).

3. Methodology

A survey research design was adopted for this paper. The students in level 300 of the Faculty of Ghanaian Languages Education (2020/2021 cohort) of the College of Languages Education, University of Education, Winneba, constituted the population for the study. The population of Level 300 students of the faculty at the time of the data collection was 560. A simple random sampling method was employed to select 233 respondents as a sample size for the study. The sample size chosen for the research was based on the calculation of Taro Yamane's formula of sample size in order to obtain reliable data (at a 95% confidence level and a 5% error level) (Yamane, 1967).

The formula is represented as n = N / [1+ N (e) 2]

Where 'n' represents sample size

'N' represents research population

'e' represents sampling error (5%)

Yamane's formula was used because similar researchers, including Kusumawati et al. (2010), Fosu and Poku (2014), and Al-Fatal (2010), have adopted this same formula in their study of higher education marketing. Therefore, the questionnaire was the primary research instrument used to collect data.

3.1. Data Collection and Analysis

To be able to find out how students at the Ajumako Campus of the University of Education, Winneba perceive the quality of service delivered to them, data was collected from 230 Level 300 students whom it was believed had stayed in the College for more than two years and had experienced the service delivery process thereof. Initially, 233 students should have participated in the study, but three students could not be reached for their participation in the data collection process; however, the vast majority of 230 returned the questionnaires given to them.

This section of the paper presents responses that are meant to answer the question in objective two of this paper, which sought to find out the determinants of quality service delivery in a University environment. The information gathered from the questionnaires is presented in pairs to capture students' expectations and perceptions of the five quality dimensions proposed by Parasuraman et al. (1988): Tangibles, Reliability, Responsiveness, Assurance, and Empathy.

Even though (in the questionnaire), a Likert scale of seven response variables was used to measure students' expectations and perceptions, in the course of the presentation of the results on the tables, the scale was reduced from seven to three. Thus, 'absolutely disagree,' 'strongly disagree,' and 'slightly disagree' become 'disagree' and 'absolutely agree,' 'strongly agree' and 'slightly agree' become 'agree'. 'Neither disagree' and 'nor agree' become 'neutral' for the convenience of presentation and discussion.

The discussion of the results would be meaningful upon the consideration of the theoretical framework postulated by Fitzsimmons and Fitzsimmons (2004). In that framework, it was observed that when customers' (students') expectations, ES, of service are less than perceptions, PS, (i.e., ES < PS), then service is perceived to be of exceptional quality. On the other hand, when the ES is greater than PS, the service quality is unacceptable. Furthermore, when students' expectations of service are confirmed by perceived service, then quality is satisfactory, that is, ES≈PS, i.e., PS-ES ≈ 0. Consequently, these permutations would be seen during the discussion of the results as they appear in the tables that follow in the subsequent sub-sections.

4. Results and Discussion

4.1. Tangible Dimension of Service Quality at COLANGE

The Tangibles, as explained by Parasuraman et al. (1988), means the physical facilities, equipment, and appearance of personnel within the organization. With this dimension, four attributes were used to measure the extent respondents (students) expected and perceived tangible dimension of the service quality at the College of Languages Education of the University of Education, Winneba. Tables 1 and 2 present students' expectations and perceptions respectively on the tangible dimension of service quality.

Tangible Dimension Measures	Disagree	Neutral	Agree
	N %	N %	N %
Excellent University will have modern-looking equipment to deliver services to students	34 (14.8)	29 (12.6)	167 (72.6)
The physical facilities at an Excellent University will be visually appealing	41 (17.8)	21 (9.1)	168 (73.1)
Staff at Excellent University will be neat in their appearance	12 (5.2)	12 (5.2)	206 (89.6)
Materials associated with the service delivery (pamphlets or brochures) to students will be visually appealing at an Excellent University.	26 (11.3)	52 (22.6)	152 (66.1)

Table 1: Students' Expectations on the Tangible Dimension of Service Quality
Source: Field Survey, June 2021

Tangible Dimension Measures	Disagree	Neutral	Agree
	N %	N %	N %
The organization's (UEW-Ajumako campus) modern-looking equipment	154 (66.9)	44 (19.1)	32 (14.0)
The organization's (UEW-Ajumako campus) physical features are visually appealing	117 (50.9)	51 (22.2)	62 (26.9)
The Organisation (UEW-Ajumako campus) Registry Staff are neat appearing	49 (21.3)	38 (16.5)	143 (62.2)
Materials associated with the service (such as pamphlets, matriculation, and orientation brochures) are visually appealing at the UEW Ajumako Campus.	61 (26.5)	41 (17.8)	128 (55.7)

Table 2: Students' Perceptions of the Tangible Dimension of Service Quality
Source: Field Survey, June 2021

From Table 1, 72.6% of the students agreed that an excellent university should have modern-looking equipment to deliver services to students, but in Table 2, only 14.0% agreed that UEW-Ajumako Campus has modern-looking equipment. The reverse hold for those who disagreed with that tangible dimension attribute. The indication here is that students' expectations with respect to service quality using modern-looking equipment were not met because when the mathematical calculations are done, the results are that expectations were greater than perceptions (e.g., the formula, Q = ES – PS; 14.0 -72.6%). Therefore, the Q value is negative, and it means that students' expectations were not met on this score.

Secondly, it is seen from the tables that on the issue of physical features of the UEW Ajumako campus being visually appealing, roughly 73.0% of students expected that to be the case, but in Table 2, it is observed that 27.0% agreed that physical features of UEW Ajumako campus were visually appealing. The implication is that in terms of service quality, students' expectations would not be met relative to the physical appearance of facilities on the College's campus.

Thirdly, from Tables 1 and 2, it is seen that 89.6% of the respondents agreed that staff at excellent universities should be neat in their appearance and another respectable proportion (62.2%) of the students agreed that staff of UEW Ajumako Registry are neat in their appearance. When the issue is looked at from these simple percentage terms, there is nothing wrong, but if Fitzsimmons and Fitzsimmons' (2004) theoretical framework is brought into the equation, one can conclude that students' expectations were not met relative to the physical appearance of staff.

Finally, on the tangible dimension of the service quality at the UEW Ajumako campus, the tables dealt with the materials that were used to deliver service to students as to whether pamphlets, matriculation, and orientation brochures are visually appealing. From Table 1, which deals with the expectations of students, only 11.3% disagreed that materials should be visually appealing. Similarly, Table 2 shows that 26.5% of students disagreed with the observation that materials associated with the service delivery (such as pamphlets, matriculation, and orientation brochures) were visually appealing at the UEW Ajumako Campus. The indication is that in both tables 1 and 2, most respondents expected or perceived that the materials used for service delivery to students should be visually appealing and that those used by UEW met the standards. Despite this conclusion, using the theoretical framework postulations, students' expectations were not met since the expectations were greater than that of the perceptions. This means there is more room for improvement when it comes to the visual appeal of materials for service delivery.

4.2. Reliability Dimension of Service Quality at COLANGE

According to Parasuraman et al. (1988), the reliability dimension of service quality amounts to the ability to perform the promised service dependably and accurately. On this score, four reliability dimension attributes were given to students to indicate their degree of agreement or disagreement with each item in both the expectations and perceptions domain. The results that emanated from data collection are presented in Tables 3 and 4, respectively, for students' expectations and perceptions.

Reliability Attributes	Disagree	Neutral	Agree
	N %	N %	N %
When an excellent university promises to do something, it will do so.	34 (14.8)	29 (12.6)	167 (72.6)
When a student has a problem, an excellent university will show a sincere interest in solving it.	33 (14.4)	39 (17.0)	158 (68.7)
Excellent Organisation(s) will perform the service right the first time.	52 (22.6)	24 (10.4)	154 (67.0)
Excellent Organisations will provide the service when they promise to do so.	54 (23.5)	9 (3.9)	167 (72.6)

Table 3: Students' Expectations on the Reliability Dimension of Service Quality
Source: Field Survey, June 2021

Reliability Attributes	Disagree	Neutral	Agree
	N %	N %	N %
When the Organisation(UEW-Ajumako) Management promises to do something by a certain time, it does so	151 (65.6)	28 (12.2)	51 (22.2)
When a student has a problem, the UEW-Ajumako campus Management shows a sincere interest in solving it	133 (57.8)	26 (11.3)	71 (30.9)
The Organisation (UEW-Ajumako) performs the service right the first time	131 (57.0)	36 (15.6)	63 (27.4)
The Organisation (UEW-Ajumako) provides its services at the time it promises to do so	148 (64.4)	18 (7.8)	64 (27.8)

Table 4: Students' Perceptions of the Reliability Dimension of Service Quality
Source: Field Survey, June 2021

The first reliability attribute that was considered was that when an excellent university promises to do something, it will do so. Table 3 shows that 14.8% disagreed, but 72.6% agreed, while 12.6% were undecided relative to the proposition that an excellent university promises to do something and live up to expectations. Frankly, in Table 3, most students had wanted UEW Management on the Ajumako campus to deliver on its promises, but in Table 4, it is observed that students' expectations were not met because the majority (65.6%) disagreed with that proposition. Nevertheless, a little over 22.0% of respondents agreed that UEW Ajumako management would deliver as promised.

From Table 3, 68.7% of the respondents agreed with the expectation that when a student has a problem, an excellent university should show sincere interest in solving it, 14.4% disagreed, and 17.0% did not indicate whether they agreed or disagreed. On the same issue, 31.0% of the respondents agreed that when a student encounters a problem at the College of Languages Education of UEW at Ajumako, Management showed some interest in solving it, while 57.8% of the respondents disagreed with that observation. This clearly shows that the expectation of most students, in so far as dealing with students' problems are concerned, were not met.

Furthermore, 67.0% of the respondents from Table 3 agreed with the reliability attribute that excellent organizations are expected to perform a service to customers right the first time it is due; however, 22.6% disagreed, and 10.4% were undecided. On the other hand, that is, regarding the perceptions of respondents as to what they have observed on the ground, 27.0% of respondents, as indicated in Table 4, agreed that UEW-Ajumako delivers the service right the first time without delay, but 57.0%, who are in the majority, disagreed that the College delivers services the first time without excuses. Therefore, if these responses are analyzed further, the conclusion is that students' expectations were not met regarding this reliability attribute.

Lastly, from Tables 3 and 4, respondents gave their views on whether they agreed or disagreed that excellent organizations are expected to provide a service to clients when they promise to do so. In the situation of university students, it is expected, for instance, that if results are to be released by 10.00 am on Monday, 6th September 2021, it should be so and nothing else. With this idea in mind, from Table 3, 72.6% of the respondents expected that excellent universities would provide a service at the appointed time; however, 23.5% disagreed with that assertion, whereas 3.9% were undecided. On the other side of the coin is respondents' perceptions; as displayed in Table 4, 27.8% agreed that the UEW-Ajumako campus provided its services to students when it promised it would do so, and 64.4% disagreed with that observation. It is clear from these expositions that the expectations of students in this regard were not met.

4.3. Responsiveness Dimension of Service Quality at COLANGE

Responsiveness means the willingness to help customers and provide prompt service as required by the organization's standard procedure of operations. With the responsiveness dimension of the service quality, four attributes were given to respondents to indicate their expectations and perceptions. The results are displayed in Tables 5 and 6 for expectations and perceptions.

Responsiveness Attributes	Disagree	Neutral	Agree
	N %	N %	N %
Excellent Organisations will insist on error-free records	60 (26.1)	29 (12.6)	141 (61.3)
Employees of excellent Organisations will tell customers exactly when services will be performed	28 (12.2)	24 (10.4)	178 (77.4)
Employees of excellent Organisations will give prompt service to customers	49 (21.3)	22 (9.6)	159 (69.1)
Employees of excellent Organisations will always be willing to help customers	31 (13.5)	12 (5.2)	187 (81.3)

Table 5: Students' Expectations on the Responsiveness Dimension of Service Quality
Source: Field Survey, June 2021

Responsiveness Attributes	Disagree	Neutral	Agree
	N %	N %	N %
The Organisation (UEW-Ajumako) insists that students' records are error-free	135 (58.7)	29 (12.6)	66 (28.7)
Staff in UEW-Ajumako tell you exactly when the services will be performed	79 (34.4)	45 (19.6)	106 (46.0)
Staff in UEW-Ajumako give students prompt service	93 (40.4)	37 (16.1)	100 (43.5)
Staff in UEW-Ajumako are always willing to help students	85 (37.0)	39 (17.0)	106 (46.0)

Table 6: Students' Perceptions of the Responsiveness Dimension of Service Quality
Source: Field Survey, June 2021

Data in Table 5 indicate that 61.3% of the respondents expected that an excellent organization (university) would insist on error-free records of students but from the results, that is not the case at COLANGE. This is observed in Table 6, which shows that 58.7% of the respondents disagreed with that proposition.

On the other hand, it is seen from Table 6 that regarding the responsiveness attributes, which are: staff in UEW Ajumako will tell students exactly when the services will be performed; staff in UEW Ajumako give students prompt service; and staff in UEW Ajumako are always willing to help students, relatively fewer respondents disagreed. The indication is that staff in the College may be doing better on those measures; however, when the calculation was done, there would still be a negative outcome for the quality service since the expectations were higher than the perceptions.

4.4. Assurance Dimension of Service Quality at COLANGE

Assurance within the service quality domain amounts to the knowledge employees have, the courtesy they possess, and their ability to inspire trust and confidence during service delivery. Assurance is the fourth dimension under the service quality measures that Parasuraman et al. evolved during the late 1980s. Four assurance attributes of an organization were used to measure respondents' degree of agreement or disagreement with the issues. Tables 7 and 8 present the expectations and perceptions of respondents.

Assurance Attributes	Disagree	Neutral	Agree
	N %	N %	N %
Employees of excellent Organisation(s) will never be too busy to respond to customers' requests	42 (18.3)	15 (6.5)	173 (75.2)
The behaviour of employees in excellent Organisation(s) will instill confidence in customers	24 (10.4)	24 (10.4)	182 (79.2)
Customers of excellent Organisation(s) will feel safe during transactions	40 (17.4)	15 (6.5)	175 (76.1)
Employees of excellent Organisation(s) will be consistently courteous with customers	39 (17.0)	24 (10.4)	167 (72.6)

Table 7: Students' Expectations on the Assurance Dimension of Service Quality
Source: Field Survey, June 2021

Assurance Attributes	Disagree N %	Neutral N %	Agree N %
Staff in UEW-Ajumako are never too busy to respond to students' request	126 (54.8)	27 (11.7)	77 (33.5)
The behaviour of staff of UEW-Ajumako instills confidence in Students	79 (34.4)	24 (10.4)	127 (55.2)
Students feel safe in transacting business with UEW-Ajumako Staff	107 (46.5)	16 (7.0)	107 (46.5)
UEW-Ajumako are consistently courteous with students	79 (34.4)	37 (16.1)	114 (49.5)

Table 8: Students' Perceptions of the Assurance Dimension of Service Quality
Source: Field Survey, June 2021

In brief, it can be observed from Tables 7 and 8 that the results on the assurance attribute indicate that service quality is not satisfactory to students. This is so because, on all the four assurance attributes, the expectations of students are greater than the perceptions. For instance, while 72.6% of the respondents agreed that the staff of excellent organizations should be courteous with customers, in reality, less than 50.0% of the respondents perceived this to be the case at UEW Ajumako. Respondents expressed similar sentiments on the remaining three attributes. This leads to the conclusion that service quality relative to the assurance dimension is unacceptable to students.

4.5. Empathy Dimension of Service Quality at COLANGE

The last and fifth dimension of service quality measures used for this study is empathy, which means the caring, individualized attention an organization provides to its customers. With this dimension, unlike the previous four, six attributes were used to elicit students' responses on how empathy is displayed in the service delivery process. The results that emerged are presented in Tables 9 and 10 to correspond to the expectations and perceptions of respondents.

Empathy Attributes	Disagree	Neutral	Agree
	N %	N %	N %
The staff of an excellent University will have the knowledge to answer customers' questions	27 (11.7)	19 (8.3)	184 (80.0)
Excellent University will give customers (students) individual attention	30 (13.0)	22 (9.6)	178 (77.4)
Excellent University will have employees who give customers personal service.	43 (18.7)	25 (10.9)	162 (70.4)
Excellent University will have operating hours convenient to all their customers (students)	42 (18.2)	12 (5.2)	176 (76.6)
Excellent Universities will have their customers' (students') best interest at heart	43 (18.7)	20 (8.7)	167 (72.6)
The staff of excellent a University will understand the specific needs of their customers (students)	51 (22.2)	13 (5.7)	166 (72.1)

Table 9: Students' Expectations on the Empathy Dimension of Service Quality
Source: Field Survey, June 2021

Empathy Attributes	Disagree	Neutral	Agree
	N %	N %	N %
Staff in UEW Ajumako have the knowledge to answer students' questions	61 (26.5)	33 (14.4)	136 (59.1)
UEW Ajumako campus gives students individual attention in class	81 (35.2)	21 (9.1)	128 (55.7)
UEW-Ajumako has operating hours convenient to all its students and other clients	66 (28.7)	15 (6.5)	149 (64.8)
UEW-Ajumako has staff who give students personal attention	76 (33.1)	41 (17.8)	113 (49.1)
UEW-Ajumako campus has students' best interests at heart	120 (52.2)	22 (9.6)	88 (32.2)
The staff of UEW-Ajumako understand students' specific needs	104 (45.2)	35 (15.2)	91 (39.6)

Table 10: Students' Perceptions of the Empathy Dimension of Service Quality
Source: Field Survey, June 2021

Data in Table 9 indicates that 70.0% of the respondents showed that students have high expectations relative to the six empathy attributes. Now, when these are compared to the perceptions, there is the indication that service quality relative to empathy was unacceptable because the expectation values were greater than perception values in so far as those who agreed with the propositions were concerned. This sums up the whole issue that service quality at the UEW Ajumako campus is not satisfactory using the SERVQUAL tool that was adapted for this study.

5. Recommendations

It was observed from data collection that students' expectations were not met in so far as service delivery is concerned. Based on the findings, the following recommendations are made to enhance the practice of service delivery at the COLANGE of UEW to conform to quality assurance best practices:

- Regarding the tangible attributes, the Management of COLANGE should ensure that equipment used for service delivery, such as computers, photocopiers, and printers, are not only modern-looking but should be working at all times to serve students' needs when the need arises. Also, materials like admission and graduation brochures and students' handbooks should be well-designed to enhance their physical appeal.

- In respect of the reliability domain, students did not perceive that the College was reliable relative to sticking to timelines for service delivery. Owing to this, it is recommended that the Management of the College should ensure that services are delivered according to scheduled timelines.
- Being responsive to students' needs, at least looking at the perceptions, was not bad, but there is enough room for improvement to court students' trust and meet their expectations to a large extent.
- Even though, from the raw data, students primarily did not have so much difficulty with staff, their expectations were not met in the assurance domain. It is, therefore, imperative that the attitude of staff towards students is improved to ensure satisfactory service delivery at all times.
- Once again, the results showed that students' expectations were not met in so far as caring and individualized attention was concerned. On this basis, the College of Languages Education Management is urged to orient its staff toward a cutting-edge student services regime that includes focusing on individualized attention and treating students as precious clients of the College.

6. Conclusions

According to Nazarian, Saber-Mahani, and Beheshtifar (2012), the core dimensions of service quality in higher educational institutions are academic service quality, administrative service quality, and facilities service quality. On this score, a personal perspective of the quality of service delivered to students should be embedded in the promptness of the service delivered. For instance, if students should know their academic results before the beginning of a semester and that is done at the appointed time, then that would be a quality service that has been delivered. However, if the service is not delivered on time and excuses are given for failing to deliver at the appointed time, then the quality aspect of the service is lacking.

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