

ST. MARY'S UNIVERSITY COLLEGE

FACULTY OF BUSINESS

DEPARTMENT OF MANAGEMENT

**ASSESSMENT OF SERVICE DELIVERY PRACTICES
OF ROHA COLLEGE**

BY
ELSABET TENAYE

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SMUC
ADDIS ABABA

APPROVAL

ST. MARY'S UNIVERSITY COLLEGE

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APPROVED BY THE COMMITTEE OF EXAMINERS

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Oh! LORD, I will honor you and praise your name. You have done amazing things. You have faithfully carried out the plans you made long ago. Isaiah 25:1.

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CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Customer service delivery is a result-oriented activity in the delivery of services to customers. By its very nature, service delivery is not an overnight activity to reach in end result. It rather requires continuous and integrated improvement through planned and organized communication network. In this regard, service delivery focuses on better ways to meet the expectations of customer (Cole,1996:52). According to Kotler (1998:24) service is defined as "systematic arrangement of activities in different service providing organizations with the aim of fulfilling the need expectations and satisfaction of service users."

The trend in service delivery forces organizations including colleges and universities to be judged by the quality of service they deliver. With access to rapid and widespread information system, clients are becoming more aware of choices, how, and in what manner they have to be served by the concerned servants and hence get satisfaction (Cole, 1996:73). According to Kolter (1998:17) customer satisfaction is a personal feeling of pleasure resulting from comparing products or services perceived performance in relation to his or her expectations. That is, if the performance is below the expectation of the customer, then the customer will be dissatisfied. If the performance, however, matches with the expectations, the customer then will be satisfied, and if the performance exceed the

expectations, then highly satisfied or delighted (Kotler, 1998:17). Furthermore, Holt (1993:62) argued that customer's satisfaction has long been recognized as a process and is the difference between customer's perceived and expected performance of a product or service.

In other words, customer's satisfaction occurs when performance is higher than expected, while dissatisfaction occurs when performance is lower than expected. Overall, to gain customers satisfaction, some argue that organizations need to exceed predictive expectation of customers, rather than just satisfy expectations (Holt, 1993:156). Kotler (2003:312) added that companies including colleges and universities have to do everything to satisfy their customers and help to realize the greatest possible value from goods and services they are purchasing. Mean while, the competitive environment of the economy forces these firms to find different ways to separate themselves from their competitors (Holt,1993: 98).

Roha Multi Talent PLC was established in 2005 to provide a better service opportunity basically in education, consultancy, auditing, stationary import, export and others. Under the umbrella of this PLC, Roha College is the one which is established to undertake educational activities. Initially the college had 324 students, 23 instructors and 12 administrative staff worker. Currently, 1167 students 48 instructors and 22 administrative staffs are found in the college.

To this end, this research is aimed to assess customer service delivery practice of Roha College.

1.2. Statement of the Problem

Customer service is mainly an action that the company can take to add value to the basic good service (Kotler, 1998: 291). The way how we deliver the customer service activities include the core service which is the central customer service activity that can judge the success and failure of every company.

Successful marketers must start from identification of needs and wants of customers, and should aim to enhance customer satisfaction by providing quality service since customer satisfaction has vital impact on achieving the college objectives. Moreover, a marketer must think about quality service and customer handling process to achieve the high climax of customer satisfaction and there by college objectives.

Colleges are there to serve their customers (students). They strive to deliver efficient and effective service in order to satisfy customer's expectations. In this global village customers are aware of in what manner and at what level of standard they have to be served by the colleges. Therefore, colleges are required to have a clear understanding of customer's expectations (Cole, 1996:74).

However, it is said that Roha College receives complaints and comments on how the service is delivered. On the contrary, it is also said that the management staffs believe that their college offers

better service to their students than other colleges. Therefore, since there is no organized study that aimed to assess the gap, if any, between customer expectation and management view it is vital to conduct such a study.

Hence, the study aims to assess customer expectation of service delivery and management view of the service provided by Roha College.

1.3. Research Questions

1. How effective is the college in its service delivery and what problems, if any, affect the process?
2. What is the level of satisfaction of the college's customers?
3. What is the level of commitment of the college's employees towards effective service delivery to customers?
4. What does the complain handling mechanisms of the college look like?

1.4. Objective of the Study

1.4.1. General Objective

The general objective of the study is to assess customer service delivery practices of Roha College.

1.4.2. Specific Objectives

- To identify the problems that affects the service provision of the college and suggest possible solutions if there are any.
- To discover the extent of customers satisfaction and provide ways of improving the satisfaction level of customers if customers are dissatisfied.
- To describe the effort of employees in bringing utmost satisfaction.
- To find out the complaint handling mechanisms of the college and suggest best mechanisms that helps to handle complaints.

1.5. Significance of the Study

This research paper sheds light on the existing conditions of Roha College. That is, the college under study may be able to design and follow appropriate service delivery procedures and rules so as to satisfy its customer. Moreover, it is believed that this student research work:

- May help other researchers to use it as a basis for further study with respect to service delivery.
- Enriches the student researcher knowledge regarding service delivery.
- Enriches the Knowledge of reader on the level of quality of service delivery of the college.
- Would enable students to evaluate the quality of service delivered by the college before they decide to be a customer.

1.6. Scope of the Study

Roha College is located at Bambis in Kirkos sub-city kebele 01/09. The study focuses on level 4 regular diploma program students. Since there are no degree program students in the college. To assess customer service delivery practices of the college, the study used data starting from 2001 up to 2002 E.C.

1.7. Research Design and Methodology

1.7.1. Research Design

The student researcher used descriptive research method to identify customer service delivery practices of the college. Moreover, this method enabled to realize the research objectives and to answer the research questions stated in this research paper.

1.7.2. Population and Sampling Technique

1.7.2.1. Population

To address the research questions and specific objectives the student researcher took into account students and employees as a unit of study.

1.7.2.2. Defining Sample Unit

The student researcher used students from different departments, employees and the management staffs as a unit of study.

1.7.2.3. Determining Sample Size

In Roha College there are 70 employees of which 48 were instructors and the rest are administrative employees. In this college the number of students found in secretarial science and office management, marketing, human resource management, law, information technology and accounting department were 222, 73, 66, 138, 185 and 483 respectively. Hence, the total population is 1167. The student researcher focused on level 4 regular diploma program students. The student researcher used stratified sampling as each department and employees who work in different work unit are considered as strata or group. Then, samples were taken from each strata using simple random sampling.

The sample size is 350 which is 30% of the total population. However, because of time and other resource constraints the student researcher took a sample size of 200.

Description	Sample Students Taken from Each Department					
	Secretarial Science and Office Management	Marketing	Human Resource Management	Law	Information Technology	Accounting
Sample size	38	12	11	24	32	83
Total sample size	200					

The sample size is taken using the following calculation:

Student sample from

$$\text{Secretarial Science and Office Management department} = \frac{222 \times 200}{1167} = 38$$

222 = Number of students in Secretarial Science and Office
Management department

Student sample from

$$\text{Marketing department} = \frac{73 \times 200}{1167} = 12$$

Student sample from

$$\text{Human Resource Management department} = \frac{66 \times 200}{1167} = 11$$

Student sample from

$$\text{Law department} = \frac{138 \times 200}{1167} = 24$$

Student sample from

$$\text{Information Technology department} = \frac{185 \times 200}{1167} = 32$$

Student sample from

$$\text{Accounting department} = \frac{483 \times 200}{1167} = 83$$

Where:

1167 = the number of total students.

200 = Total number of student sample size

Hence, the type of stratified sampling used is proportionate.

Interview were also conducted with the management body of the college so as to get the required information.

1.7.2.4. Sampling Technique

The student researcher conducted the research using stratified sampling technique. Then from each strata sample were taken using simple random sampling. Sample customer's who are studying marketing, human resource management, accounting, law, secretarial science and information technology were chosen.

1.7.3. Types of Data Used

The student researcher believed that both primary and secondary data are relevant for the study. Data were obtained from primary source using questionnaire and interview. Secondary data were collected from different references and related literatures.

1.7.4. Method (s) of Data Collection

There are two basic techniques by which the student researcher used to collect data. These are questionnaire and interview. Questionnaires were distributed to the representative sample customer's. Interview check lists were used for recording the response of management body.

1.7.5. Methods of Data Analysis

Quantitative and qualitative data analysis techniques were used in this study. Quantitative data were analyzed through table, graphs, and mean. Qualitative data were analyzed through narration.

1.8. Limitation of the Study

Throughout the process of carrying out the study, the student researcher was faced with various difficulties. Time to collect the data was one of the major problems, financial constraints and reluctance of some of the respondents to fill out and return the questionnaires was another limitation. However, these influential factors were minimized by continuous effort of the student researcher.

1.9. Organization of the Paper

This research paper consists of four chapters. The first chapter deal with introductory aspects. The second chapter comprises relevant literature that defining concepts and explain principles related with service delivery. Chapter three deals with data presentation, analysis, and interpretation of results. And the last chapter consists of summary of the findings, conclusions and recommendations. Finally, list of references used were attached.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Nature and Concepts of Customer Service

In order to have a clear understanding about the concept of customer service delivery, it is important to clearly understand the meaning of its elements; customer, service and service delivery respectively.

According to Kotler (2003:24), service is defined as "any act or performance that one can offer to another essentially intangible and does not result in the ownership of anything. Its production may or may not be tied to a physical product." Kotler (2003:27) further highlighted that customer service delivery may refer to any act or performance that colleges provide to fulfill their needs of the students.

Unfortunately no service are perfect all of the time. During the service encounter there are a variety of things that can go wrong. Since the service provisions need real time performance, customer involvement, and people as part of the product greatly increase the chance of service failure (Gronroos, 1988:41). Gronroos (1988:64) further added that due to unprompted employee actions (rudeness for instance), failure to respond to specific customer needs or preferences occur. Kotler (1996:72) emphasized that these service failures can vary in severity, frequency, and timing, resulting in the dissatisfaction of customers.

2.1.1. Principle of Customer Service Delivery

Cole (1996:16) explained the following issues as principles of service delivery:

- Enables to achieve strategic goals and policies of institutions,
- Controlling and evaluating the level of customer satisfaction,
- Should enable to measure performance outcomes interims of time quality, cost and quantity and should be result oriented,
- Accountability, transparency and responsiveness,
- Improve service delivery quality using current technology,
- Implement customer participation in all and every activates,
- By formulating service delivery strategy the institution:
 - Identify the type of service it delivers,
 - To whom to provide,
 - How to provide, and
 - When to provide
- Performance reward linkage.

2.1.2. Characteristics of Services

According to Kotler (1996:176) services have four major characteristics. These characteristics are:

1. Intangibility

Service are intangible unlike physical products, they cannot be seen, tasted, felt hared or smelled before they are bought (Kotler, 1996:176).

2. Inseparability

Services are typically produced and consumed simultaneously and the clients participate to some extent in the service thereby affect the outcome of the service (Kotler, 1996:176).

3. Variability

Services are highly variable, since they depend on who provides them and when and where they are provided. Service buyers are aware of this high variability and frequently talk to others before selecting a service provider (Kotler, 1996:176). Kotler (1996:176) further added that service firms can take several steps to help manage service variability:

- i. First provide employee incentives that emphasize quality.
- ii. Second, standardizing the services performance process through out the organization. This is helped by preparing a device blue print which depicts the services events and process in a flow chart, with the objective of recognizing potential service fail points.

4. Perishability

Services cannot be stored. Because of these services firms have difficult problems when services fluctuate. Service firms use several strategies for producing a better match between demand and supply in a service business (Kotler, 1996:176).

2.1.3. Classification of Services

Kotler (1998:42) classified services into ten. These are:

1. Marketable Vs Unmarketable services

This classification distinguishes between services that are freely traded and those considered by the social and economic environment of time to be more appropriately distributed by non market based machines.

2. Producers Vs Consumers service

Consumer services are provided for individuals who use up the service for their own enjoyment or benefit. on the other hand, producer services are those provide to a business in order that the business can produce something else of economic benefit.

3. Status of the Service in the Product Offering

Services can be classified according to the role of services inn that total quality offering. Three principal roles can be identified:

Pure service exists when there is little if any evidence of tangible goods.

Second group of services exist in order to add value to a tangible product.

Third group of services may add value to a product more fundamentally by making it available in the first phase.

4. Tangible Vs. Intangible services

The level of tangibility present in a service offer derives from principal sources:

- ❖ Tangible goods that are involved in the service offer and consumed by the customer.
- ❖ The physical environment in which the service production/ consumption process takes place.
- ❖ Equipment used in the service production process.
- ❖ Tangible evidence of service performance.

5. Extent of Customer Involvement

Some services can be provided only with the complete involvement of customers, where as others require them to do little more than initiate the service process.

6. Degree of Variability

The two dimensions of variability can be used to classify services:

- The extent to which production standards vary from a norm, interms of both of customers and of production process.
- The extent to which service can be deliberately varied to meet the specific needs of individual customer.

7. Pattern of Service Delivery

Whether the service is supplied on continuous basis or supplied casually or within an ongoing relation between buyer and seller. Adrina (1995:322) added on this fact that the pattern of service delivery have paramount importance on the performance of the institution and customer satisfaction.

8. Pattern of Demand

Services can be classified according to the temporal pattern of demand that faces. Very few services face a constant pattern through time.

9. People Based vs. Equipment Based Services

Some services involve very labor intensive production methods while others involve equipment and machinery. Paul and Donnelly (1989:346) argued that the application of the type of services depend on the nature of the country. Countries which are developed focuses more on equipment and machinery based services where as the developing ones depend more on labor intensive service where labor is quite cheap (Mudric and Render, 1990:246).

10. Significance of the Service to the Purchaser

Some services are purchased frequently, are of low value, are consumed very rapidly by the recipient, and are likely to be purchased on impulse with very little pre-purchased activity. Colin (1994:452) added that since purchasing such kind of services requires short periods, the tendency of the purchaser to involve in such type of services is higher.

2.2. Managerial Approach to Service Delivery

2.2.1. Managing the Service Delivery Process

The activity of defining, reviewing and improving service delivery processes requires changing and promoting the institution's service management process. Detailed rules and procedures to be replaced with broad guidelines which enable employees to use their

discretion and providing a frame work of standards for good management and participate on performance assessment within the institution during service delivery process. However, it is important to increase monitoring efforts of the institution to ensure that employees are delivering service with economy, efficiency and effectiveness (Kotler, 2003:86).

Kotler (2003:97) also added that defining, reviewing and improving service delivery processes and procedures in the institutions including colleges and universities require mapping the service delivery processes, evaluation critical success factors in the process, establishing service delivery procedures to optimize the service, and creating service level agreements.

2.3. Quality Audit Guidelines

HERQA (Higher Education Relevance and Quality Assurance) has developed a number of quality audit guidelines that are instrumental to enhancing the quality of provision of education in higher education institutions (HERQA, 2007:2). These guidelines will serve as reference sources and basic tools for the day-to-day quality care and quality enhancement in both public and private higher education institutions. HERQA (2007:4) stated the guidelines in the following way:

1.Vision, Mission and Educational Goal

Quality assessment of both private and public higher education institutions starts by looking at an institution's vision, mission and

educational goals. Every higher education institution must define clearly its vision, mission and educational goals (HERQA, 2007:4).

2. Governance and Management System

The clarity of descriptions of responsibilities and duties and the extent of their communication, academic staff and student participation in decision making, clarity and transparency of the decision making process are assessed here (HERQA, 2007:5).

3. Infrastructure and Learning Resources

Every higher education institution must have sufficient and appropriate physical facilities such as class rooms, lecture halls, offices, and cafeteria and learning resources like library, computer centers, audio- visual equipment, and internet access to ensure effective delivery of its programs (HERQA, 2007:5).

4. Academic and Support Staff

Institutions should ensure that their staff recruitment and appointment procedures include a means of making certain that all new staff have the necessary level of competence (HERQA, 2007:6).

5. Student Admission and Support Services

Every higher education institute must have a transparent admissions policy and adequate student support services to ensure effective implementation of its programs (HERQA, 2007:6).

6. Program Relevance and Curriculum

The extent to which curricular aims and objectives are made explicit and are known to students; the appropriateness of the balance of subject knowledge and transferable skills are assessed here (HERQA, 2007:7).

7. Teaching, Learning and Assessment

Every higher education must employ appropriate teaching, learning and assessment methods to ensure effective implementation of its programs (HERQA, 2007:7).

8. Student Progression Graduate Outcomes

Every higher education institute is expected to document student progression and graduate outcomes and to seek to improve student retention and achievement (HERQA, 2007:8).

9. Research and Outreach Activities

Every higher education institute is expected to undertake research activities, conduct consultancy and engage in community services (HERQA, 2007:9).

10. Internal Quality Assurance

Internal quality assurance is a planned and systematic monitoring and review processes to determine the quality and relevance of its programs and the appropriateness of its infrastructure. Every higher education institute must have an internal quality assurance

system that seeks to continuously improve the quality of its provision (HERQA, 2007:9).

2.4. Service Quality

According to Zeithaml and Bitner (2003:92) in the case of pure services, service quality will be the dominant element in customer's evaluations. Zeithaml and Bitner (2003:92) further added that in cases where customer service or services are offered in combination with a physical product, service quality may also be very critical in determining customer satisfaction.

2.4.1. Service Quality Dimensions

According to Zeithaml and Bitner (2003:93) Parasuraman, Zeithaml and Berry identified five specific dimensions of service quality that apply across a variety of service contexts. These dimensions are reliability, responsiveness, assurance, empathy and tangibles.

1. Reliability-Balaji (2002:274) defined reliability as "the ability to repeat the same level of service again." Zeithaml and Bitner (2003:95) added that reliability means that the company delivers on its promises—promises about delivery, service provision, problem resolution, and pricing.

2.Responsiveness-Zeithaml and Bitner (2003:97) describe responsiveness as "the willingness to help customers and to provide prompt service." Zeithaml and Bitner (2003:97) further added that

this dimension emphasizes attentiveness and promptness in dealing with customer requests, questions, complaints, and problems.

3. Assurance- Is related with trust worthiness of the service provider (Balaji, 2002:275). According to Zeithaml and Bitner (2003:97) assurance is defined as “employees Knowledge and courtesy and the ability of the firm and its employees to inspire trust and confidence.” Zeithaml and Bitner (2003:97) further highlighted that this dimension is likely to be particularly important for services that the customer perceives as involving high risk and/or about which they felt uncertain about their ability to evaluate outcomes.

4. Empathy- Empathy refers to the clarity and understandability of the information given to the clients (Balaji, 2002:275). Zeithaml and Bitner (2003:98) stated that the essence of empathy is conveying through personalized or customized service that customers are unique and special.

5. Tangibles- Although tangibles are also often used by service companies to enhance their image, provide continuity, and signal quality to customers, most companies combine tangibles with another dimension to create a service quality strategy for the firm (Zeithaml and Bitner, 2003:98). Tangibles include the physical appearance of the facilities, staff and buildings (Balaji, 2002:274).

2.4.2. Model of Service Quality Gaps

Zeithaml and Bitner (2003:531) confirmed that the gaps model positions the key concepts, strategies, and decisions in service

marketing in a manner that begins with the customer and builds the organization's tasks around what is needed to close the gap between customer expectations and perceptions.

According to Balaji (2002:279) there are 5 major service quality gaps. These are:

Gap 1- The Gap between Service Provider and Consumer

As Zeithaml and Bitner (2003:532) stated, managers may not interact directly with customers or be unwilling to ask about expectation and when people do not fully understand customers service expectation, they may trigger a chain of bad decisions and suboptimal resource allocation that result in perceptions of poor service quality.

Gap 2- Service Organization often Experience Great Difficulty in even Meeting far less Exceeding Consumer Expectations This attributed to factors such as absence of total management commitment to service quality and lack of resources.

Gap 3- In existence of Formal Standards or Specifications for Maintaining Service Quality

Customer-driven standards are different from the conventional performance standards that most service companies establish in that they are based on pivotal customer requirements that are visible to and measured by customers (Zeithaml and Bitner, 2003:534).

Gap 4- When Promises Made are not kept

The discrepancy between actual and promised service has an adverse effect on customer gap (Zeithaml and Bitner , 2003:537).

Gap 5- Challenge to Ensure Good Service Quality the Provider must Meet or Exceed Customers Expectations

Perceived service quality is the result of the consumer's comparison of expected service with perceived service delivery (Balaji, 2002:279).

2.4.3. Delivery Quality Service

According to Holt (1993:121) quality is defined as "the ability of a product or service to meet and perfectly exceeds customer expectation." Holt (1993:136) also added that the quality of service can be particularly difficult as it relies more on the subjective opinion of customers but among other things it is dominated by judgments about availability, responsiveness to customer needs, competence of staff, courtesy and helpfulness of staff, communication between participants, timeliness and fairness.

According to Holt (1993:127) the following sequential tasks are helpful to provide quality service

- Step 1: Identifying your customers;
- Step 2: Defining customers needs;
- Step 3 Knowing the current level of service delivery;
- Step 4: Identifying and improving service gap;
- Step 5: Setting service delivery measurement standards;
- Step 6: Preparation to deliver service;
- Step 7: Announcing service delivery standards; and

- Step 8: Follow-up and evaluation

Zetithmal (2000:52) further highlighted that in order to provide quality service, institutions has to take in to account accessibility, competence, courtesy, communication, reliability, credibility, and reliability.

2.5. Locating Service Facilities (Accessibility)

Holt (1993:132) explained that throughout the process of identifying and evaluating the services, management must consider the behavioral implication of location. i.e the success of many service organizations depends up on a location featuring customer convenience. Kotler (1996:196) further elaborated that institutions having less direct contact with the consuming public must recognize potential differences in customer behavior among various locations and conduct preliminary studies to gather information to identify feasible sites.

2.6. Good Customer Care Practice

Customer care is the way an institution provides people with the service they need. According to David and Alan (1994:262) Politeness, being knowledgeable, honesty, prompt service, efficiency, accuracy, good attitude, fairness, and Professionalism are element of good customer care.

2.7. Establishing Systematic Complaint Handing and Resolving Mechanisms

Customers will be satisfied only if their needs are appropriately addressed on timely basis. Lack of meeting expectations results in

compliant. In the business marketing concept customer complaints handling is a key instrument of identifying the problem in the course of service delivery. The most important tasks in the designing and implementation of customer service are client's compliant handling (Everete and Adam, 1992:441).

Furthermore, Everete and Adam (1992:453) added that customers who make continuous compliant should be considered as loyal to the organization so that paves the way to compliant handling mechanism.

2.7.1. Quality of an Effective Complaint Handling Mechanism

According to Kotler (1996:212-226) an organization/institutions should have a complaint handling mechanisms which helps to improve its performance. Kotler (1996:216) added that the quality of effective complaint handling mechanism can be manifested through the provision of customer service and complain handling offices, the usage of appropriate complaint handling mechanism, responding complaints in well defined limit time, and ensuring full and fair investigation. Kotler (1996:218) further highlighted that in order to enhance an effective complaint handling mechanism and thereby improving the quality of service, institutions should be calm and patient when complaints are expressed, try to find a way out the differently, take note of what is said, do listen sympathetically, keep eye contact and do be flexible.

2.7.2. Dealing with Customer Complaints

If complaints are to be handled wisely, organizational culture must not be threatening. Benefit should accrue to those who complain the

organization and potential customers. The Importance of seeking customer complaints is best explained by Kotler (1996:247) as the starting point for many of the continuous improvement initiatives that can come from listening and responding to customer complaints. It is therefore necessary to ensure we provide systems to solicit regular feedback from our customers, and that we make it easy for them to complain to us. Therefore, organizational revolution to bring about cultural change is necessary to properly and wisely respond to the identified customer needs. In this regard, United Kingdom higher institutions has produced a set of principles and check lists covering effective complaints handling systems in an effort to react favorably to their clients (Everete and Adam, 1992:452). Meanwhile, in order to take advantage of the inputs of customer complaints according to Kotler (1996:258), systematized complaint handling mechanisms has to be devised that benefit both the complaint and the organization.

2.8. Customer Handling

2.8.1. Types of Customer Handling

Kotler (1996:144-145),with respect to customer handling, defines different levels of relationship to customers. These are:

- Basic- The sales person sales the service but does not contact the customer again.
- Reactive- The sales person sales the service and encourages the customer if she/he has any question /complaints.
- Accountable- The sales person phones the customer a short time after sales to check whether the service is meeting the customers any service expectations. The sales person also

solicits from the customer any service improvement suggestions and specific disappointments. This information helps the company to improve continuously its offering.

- Proactive- The company sales person phones the customer from time to time with suggestions about improved service use or help ful new service.
- Partnership- the company works continuously with the customer to discover ways to affect customer or help to perform better.

Dention (1998:139) stated that to make real these types of customer handling, institutions has to devise appropriate techniques.

2.9. The Relationship between Service Provider and Customer

Defining the relationship between a customer and a service provider refers to whether one needs to build a onetime discrete contact or long-term continuous relationships (Zetithmal, 2000:176). Kotler (1996:143) further highlighted that between discrete and continues relationships a series of discrete transactions will show up which can be called the difference between the 'the episode level' and the 'relationship level.' Episodes refer to one time interactions, while a relationship consists of a number of such episodes. The distinctions between these two level is, important in evaluating the quality of service (Zetithmal, 2000:182). Probably the most stable and profitable relationships, according to Kotler (1996:146), will be the ones that can be labeled as formal and continual.

2.9.1. The Service Providers Knowledge, Skills and Capacity

According to Zetithmal (2000:127) institutions personnel's has to be market oriented and therefore provide excellent service. Kotler (1996:224) further emphasized that the degree to which the organization's service rendering activities depend on a group of interchangeable persons who are loyal to their customers. Zetihmal (2000:216) argued that the degree of loyalty of customers, in addition to the loyalty of organization's personnel, to a particular member of the contact personnel is relevant where this loyalty may vary from high to low. A high degree of loyalty to a certain member of an organization can be main strength against competitors.

2.10. Service Expectations and Gaps

The customer experiences a moment of truth when receiving services and at the end of the service, the customer leaves the system as either satisfied or dissatisfied (Zetihmal, 2000:193). This experience depends on the customers expectation that are fulfilled or not (Kotler, 1996:354).

Holt (1993:286) states that customer expectations are based on personal need, word of mouth communication from other person, and the customer's own experience after receiving from the provider in previous occasions. The extent to which the customer expectation fit the service provider expectation defines the level of the customer service (Kotler, 1996:358).

The service provider expectations, according to Zetithmal (2000:185), are inputs to design of the service system. Cole (1996:291) on the other hand argued that the management of the service provider forms some idea of what the customers expect and translates these ideas or perceptions in to service quality specifications.

According to Holt (1993:294) service gap may occur when management's perceived understanding of customers' service expectation is not fit with those customers expectations.

2.11. Dissatisfaction with Services

According to David and Alan (1994:276) there are many techniques that can be used to deter satisfaction and dissatisfaction about services of which questionnaire critical incident technique (CIT) are some of them. Holt (1993:217) highlighted that critical incident technique is the most appropriate for discovering the underlying sources of satisfaction and dissatisfaction in service encounter which consists of a set of specially defined procedures for collecting observations of human behavior and classifying them in such a way as to make them useful in addressing practical problems.

2.11.1. Handling Dissatisfied Customers

According to Kotler (1996:231) there are some steps for handling those dissatisfied customers. These steps are:

1. Listen with Understanding- Show a sincere interest and willingness to help,
2. Paraphrase and record what the customers tells you,

3. Find out what the customers want,
4. Propose a solution and get his/ her support. State your solution in a positive manner,
5. If the customer doesn't like your solutions, ask him what he would consider a fair settlement, and
6. Make a follow-up call to insure satisfaction.

CHAPTER THREE

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

This research study attempts to find out service delivery practices of the college from the point of view of students and management body.

Mean while, questions related to service delivery, customers (student) satisfaction and complaint handling mechanisms of the college were given to sample respondents. In order to make this research paper representative, 200 questionnaires were prepared and distributed to the respondents. However, only 172 respondents returned back the questionnaire. Hence, the analysis is presented based on the response gathered from those respondents.

3.1. General Characteristics of the Respondents

Indicators in the following table (table1) show general characteristics of the respondents which include Sex, Age and Departments in which students are enrolled.

Table 1: General Characteristics of Respondents

	Indicators	Respondents Category	Number	Percentage (%)
1	Sex	Male	71	41.30%
		Female	101	58.7%
		Total	172	100
2	Age	18-28	135	78.5%
		29-39	37	21.5%
		Total	172	100
3	Department	Accounting	69	40%
		Law	18	11%
		Human Resource management	11	6%
		Information Technology	28	16%
		Marketing	12	7%
		Secretarial Science	34	20%
		Total	172	100

Source: - survey result, 2010

As it is attested in item 1 of table 1, the numbers of male respondents were 71 (41.3%) where as the numbers of female respondents were 101 (58.7%). Hence the majority of the respondents were female. This shows that the number of female students who are enrolled in different department is greater than that of male students'. This perhaps because of affirmative actions which favored female students in the course of acceptance.

With regards to age category, the number of respondents whose age is between 18-28 were 135 (78.5%) and from 29-39 were 37 (21.5%). Hence, the finding from age category shows that the majority lie between the age of 18-28. This implies that younger age group devoted much of their time in gaining knowledge.

Regarding the number of students who responded and return the questionnaires, 69(40%) responded from accounting department, 18(11%) from law, 11(6%) from human resource management, 28(16%) from information technology, 12(7%) from marketing and 34(20%) from secretarial science. Hence, the majority of the students who responded and returned the questionnaires were from accounting department. This depicts that students in the accounting department were willing to fill and return the questionnaires.

3.2. Analysis of the Major Findings

3.2.1 Response of Students towards Employees

For an institute or a college the availability of competitive employees is vital .

Table 2. Response of Students Regarding Employees of Roha College.

N O	Item	Respondents	
		Number	percentage
1	Do you get individual help from instructors when you need it?		
	A) Yes	67	39%
	B) No	105	61%
	C) I don't know	-	-
Total		172	100
2	Are employees in the registration services well skilled in the service provision?		
	A) Yes	49	28%
	B) No	94	55%
	c) I don' t know	29	17%
Total		172	100
3	Are employees in the library services well skilled in the service provision?		
	A) Yes	42	24.4%
	B) No	97	56.4%
	c) I don' t know	33	19.2%
Total		172	100
4	Are employees motivated to serve students ?		
	A) Yes	53	31%
	B) No	81	47%
	c) I don' t know	38	22%
Total		172	100
5	Do employees of the college understand service expectation of the students?		
	A) Yes	31	18%
	B) No	98	57%
	c) I don' t know	43	25%
Total		172	100
6	How satisfied are you with your instructors in using the period for teaching learning process?		
	A) Very satisfied	---	--
	B) satisfied	22	13%
	C) Neutral	---	---
	D) Dissatisfied	92	53%
	E) Very dissatisfied	58	34%
Total		172	100
Mean value		3	
7	How do you rate the attitude of employees towards students?		
	A) Very good	31	13%
	B) Good	---	---
	C) Neutral	---	---
	D) Bad	93	54%
	E) Very bad	48	28%
Total		172	100
Mean Value		3	

Source: - survey result, 2010

As it is depicted in item 1 of table 2, 105 (61%) of the respondents said that they do not get the required help where they need it where as 67(39%) replied they do. This shows that though being helpful loyal and considerate are much more important so as to make the service provision effective; instructors in the Roha College do not exhibit such behavior. Hence, this may create problem on the service provision of the college.

Sample students were also asked whether employees in the registration service are well skilled or not. Accordingly, table 2 item 2 shows that 49 (28%) of respondents responded that employees who are engaged in the registration service are well skilled where as 94(55%) said that they do not have the necessary skills in order to give services which are related to registration. On the other hand, 29 (17%) said that they do not know whether these employees do have the required skill or not. This implies that students spent much of their time in the course of the registration which affects the quality of the service.

Besides, respondents were also asked whether employees in the library service do have the required skill to perform their activity or not. Consequently, 42 (24.4%) of the respondents said that employees who participate in the library service are well skilled where as 97 (56.4%) replied that they do not have the necessary skill so as to give services related to libraries. On the other hand, 33 (19.2%) said that they do not know whether these employees do have the required skill or not. One of the issues that institution (colleges) has to consider is the skill of their personnel's whether they are market oriented and provide excellent service quality. In addition to this, loyalty (courtesy) of employees is important. But, as shown on the above table (table 2) majority of the respondents said that personnel's in the library service do not have the

required skill. This implies that though cataloging and arranging reference books in an orderly manner allows to get it easily, employees in the Roha College library may lack such ability. Hence, students will be forced to spend much of their time in looking for the book that they are requiring.

Item 4 of table 2 shows that 53(31%) of the respondents responded that they are satisfied with employees commitment regarding service provision, 81(47%) said that employees are not motivated and the rest 38(22%) replied that they do not know whether employees in the college are motivated or not so as to provide the service. One from this can deduce that employees are not willing to provide the required services and hence bring utmost satisfaction to customers (students). They are also reluctant in dealing with customers' requests, questions and problems.

Respondents were also asked whether employees of the college understand their expectation or not. That is where service standards are performed based on their expectation. Accordingly, table 2 item 5 depicts that 31(18%) of sample students said that employees of the college understand their expectation, 98(57%) replied that they do not understand and 43 (25%) of the respondents remain neutral. This shows that the college does not have the right service quality designs and standards. This exists in the college for reasons that those responsible for setting standards, particularly management bodies, sometimes believe that customer expectations are unreasonable. When the right service quality standards are absent, quality of service perceived by customers is likely to suffer.

Item 6 in the above table refer about whether students are satisfied with instructors in using the period for teaching learning process. As can be

seen on the table, 22(13%) of respondents responded that they are satisfied with instructors in using the period for teaching learning process, 92(53%) dissatisfied and the rest 58(34%) replied that they are very dissatisfied. This depicts that there is no appropriate follow up form the management bodies to ensure that whether instructors attend the class in their schedule and use it for teaching learning process.

The attitude of employees as service providers will affect how they provide services to their customers. Respondents were asked to assess the attitude of employee of the college.

Basing information's provided on table 2, with respect to the attitude of employees towards students, 31(18%) of the students replied that the attitude of employees towards them is very good while 93 (54%) said bad and 48 (28%) rated very bad, moreover, the mean value of these respondents with respect to attitude of employee's towards them is 2 which falls in a bad category that has a value of 2. This entails that employees in the college are not approaching students in a friendly manner and hence are not courtesy which ultimately affects the service quality of the college.

3.2.2. View of Respondents with Respect to Library Services

One of those services that colleges and universities provide is library service. In order To know how library services in Roha College are provided and to ensure that whether the library accommodated the available students or not, sample students were asked. And their responses are present using the following table.

Table 3. Response of Students Regarding Library Services.

No	Item	Respondents	
		Number	Percentage (%)
1	How satisfied are you with the college library services?		
	A) Very satisfied	---	---
	B) Satisfied	21	12%
	C) Neutral	18	10%
	D) Dissatisfied	46	27%
	E) Very dissatisfied	87	51%
Total		172	100
Mean Value		2	
2	Can the library accommodate the available students?		
	A) Yes	71	41%
	B) No	101	59%
	C) I don't know	---	---
Total		172	100
3	Are there adequate light system in the library?		
	A) Yes	128	74%
	B) No	26	15%
	C) I don't know	18	11%
Total		172	100

Source: - survey result, 2010

As shown on table 3, item No 1, 21(12%) replied that they are satisfied with the library service, 46 (27%) said they are dissatisfied, 87(51%) very dissatisfied and the rest 18(10%) remains neutral. As can be seen from the figure majority are very dissatisfied with the library service. This may be because of lack of the required skill of employees who works in the library. Mean while, because of their low competency, they may not be able to give the service at the level that students expect. This also shows that the management do not conduct any monitoring activity to ensure that whether these employees are delivering services efficiently and effectively or not. Item No 2 table 3 refers about whether the college's library accommodates the available students or not. 71(41%) of students replied that the library which is found in the college can accommodate the available students where as 101(59%) said that it does not accommodate. This shows that the management didn't take into account the number of students that has to be received in relation to the size of the library. Hence, service provision in the college's library is affected.

Respondents were also asked to ensure that whether the library has adequate light system or not. 128(74%) of the respondents responded that the college library has adequate light system where as 26(15%) said that it does not have and the rest 18(11%) remains neutral. This implies that students have the opportunity to sit and read in every corner of the library.

3.2.3. Response of Students with Respect to Registration Services

College and universities provide registration service to their customers. Sample students were asked in order to know how satisfied they are with the college's registration services.

Table 4. Response of Students Towards Registration Services

No	Item	Respondents	
		Number	Percentage (%)
1	How satisfied are you with the college's registration service?		
	A) Very satisfied	---	----
	B) Satisfied	31	18%
	C) Neutral	---	---
	D) Dissatisfied	83	48%
	E) Very dissatisfied	58	34%
Total		172	100
Mean Value		3	

Source: - survey result, 2010

As can be seen from table 4, 31(18%) of the respondents responded that they are satisfied with the college's registration service, where as 83(48%) replied that they are dissatisfied and the rest 58(34%) are very dissatisfied. This shows that students may wait a long time to get the

registration service. Moreover, the college may not schedule to register students in alphabetical order which otherwise results to over crowding.

3.2.4. View of Students with Regard to Physical Facilities

In order to provide quality services in the colleges and libraries adequate physical facilities has to be there. In view of that, Roha College sample students were asked so as to provide their view. The following table shows this fact.

Table 5. View of Students Concerning physical Faculties

N O	Item	respondents	
		Number	Percentage (%)
1	How satisfied are you with the size of the classes?		
	A) Very satisfied	43	25%
	B) Satisfied	57	33%
	C) Neutral	---	---
	D) Dissatisfied	39	23%
	E) Very dissatisfied	33	19%
Total		172	100
Mean Value		4	
2	How satisfied are you with the adequacy of computer laboratories?		
	A) Very satisfied	---	---
	B) Satisfied	24	14%
	C) Neutral	---	---
	D) Dissatisfied	31	18%
	E) Very dissatisfied	117	68%
Total		172	100
Mean Value		2	
3	How satisfied are you with the adequacy of computers?		
	A) Very satisfied	---	---
	B) Satisfied	28	16%
	C) Neutral	---	---
	D) Dissatisfied	40	23%
	E) Very dissatisfied	104	61%
Total		172	100
Mean Value		2	
4	How satisfied are you with the availability of needed recent reference books?		
	A) Very satisfied	--	--
	B) Satisfied	23	13%
	C) Neutral	21	12%
	D) Dissatisfied	34	20%
	E) Very dissatisfied	94	55%
Total		172	100
Mean Value		2	
5	Are there adequate chairs in the library?		
	A) Yes	107	62%
	B) No	38	22%
	c) I don' t know	27	16%
Total		172	100
6	Are there adequate tables in the library?		
	A) Yes	102	59%
	B) No	41	24%
	C) I don' t know	29	17%
Total		172	100

Source: - survey result, 2010

Item No1 on table 5 shows that 43 (25%) of the respondents responded that they are very satisfied with the size of lecture classes while 57 (33%) replied satisfied, 39 (23%) dissatisfied and the rest 33 (19%) rated very dissatisfied. This depicts that the size of the class is convenient and hence facilitate the teaching learning process. The interviewee added that much attention has been given towards the size of lecture classes by the management body in order to create conducive environment in the classes.

As shown on this table item No 2, respondents were asked whether they are satisfied or dissatisfied with the adequacy of computer laboratories. Consequently, 24 (14%) replied that they are satisfied, 31 (18%) dissatisfied and the rest which is 117 (68%) said that they are very dissatisfied. This implies that the number of computer laboratories cannot be able to accommodate the available students when the practical session is conducted. Thus, some of the students might be forced to say outside the laboratory and wait for the next session. The management in the college, therefore, has to strive to balance the number of students who needs to practice computer and the available computer laboratories.

Computer in the college are found in the computer laboratories. As presented on table 5 item No 3, respondents were also asked whether these computers that are found in the computer laboratories are sufficient or not.

In view of that, 28(16%) replied that they are satisfied while 40(23%) and 104(61%) said that they are dissatisfied and very dissatisfied respectively. It is possible to deduce from this that there is no balance between the available computers and the number of students who need to practice computer. This might forces to use a single computer by many students

which creates problem in the teaching learning process. Therefore, in order to provide quality service, the college needs to have adequate computers so that the inconvenience created at the time of practical sessions will be removed and hence facilitate the teaching learning process.

Students were also asked how satisfied they are with the availability of recent reference books. As can be seen on the table, 23 (13%) replied that they are satisfied with the availability of recent reference books, 34 (20%) dissatisfied, 94(55%) very dissatisfied and the rest 21(12%) keeps neutral. This shows that though recent reference books that hold updated information are very vital to increase student's knowledge, Roha College's students lack such opportunities.

On the same table (table 5) item No, 5, respondents were asked in order to identify whether there are adequate chairs in the library or not. 107 (62%) of respondents replied that the college library has adequate chairs, 38(22%) responded that it does not have and the rest 27(16%) do not know about it. This depicts that students will not get problem in getting chairs whenever they want to use the library. The interviewee, on this issue, said that the college has made its level best to fill all these physical facilities that helps to facilitate the teaching learning process and providing adequate chairs in the library is one of these facilities.

Similarly sample respondents were also asked to provide their view regarding the availability of adequate tables in the library. Accordingly, 102 (59%) of the respondents replied that the college library has adequate tables, 41 (24%) said that the college library do not have adequate table and the rest 29 (17%) responded that they do not know whether the library has adequate tables or not. This implies that the college gives

much emphasis in providing physical facilities that are required to facilitate the teaching learning process and there by provide good services.

3.2.5. Response of Students with Regard to External Environment

An external environment such as cafeterias in the college plays its role in the provision of good service. Beside, the success of many service institutions among other things depends up on their location (accessibility) which suits to their customers. Once appropriate locations are identified sign which locate the different sections of the institution has to be there so as to identify them easily. To deal with such issues, an assessment were conducted in Roha College and the following table depict this fact.

Table 6. View of Sample Students towards External Environment

No	Item	Respondents	
		Number	Percentage (%)
1	How satisfied are you with the college's cafeteria service?		
	A) Very satisfied	---	---
	B) Satisfied	93	54%
	C) Neutral	31	18%
	D) Dissatisfied	48	28%
	E) Very dissatisfied	---	---
Total		172	100
Mean value		4	
2	Are there easily seen signs which show direction to the different sections of the college?		
	A) Yes	4	2%
	B) No	168	98%
	C) I don't know	---	---
Total		172	100
3	How do you rate the accessibility (location)of the college ?		
	A) Very good	111	65%
	B) Good	61	35%
	C) Neutral	---	---
	D) Poor	---	---
	E) Very poor	---	---
Total		172	100
Mean Value		5	

Source: - survey result, 2010

As depicted on table 6 item No.1, respondents were asked how satisfied they are with the college's cafeteria service. Consequently, 93 (45%) replied that they are satisfied with the college's cafeteria service where as 48 (28%) dissatisfied and 31 (18%) remains neutral. This depicts that students get services (such as tea, coffee, and other services) at reasonable price from the college cafeteria.

Items No. 2 in the above table refers about signs which show directions to the different sections of the college. In view of that, 4 (2%) of the respondents replied that the college has those signs that show the different section of the college and 168 (98%) said that there is no any sign that shows the different section of the college. Signs helps to locate direction and places. Roha College as the respondents replied, however, do not have those signs that shows the different section of the college. Thus, clients may not easily identify where these section are located and hence waste their time in looking for them.

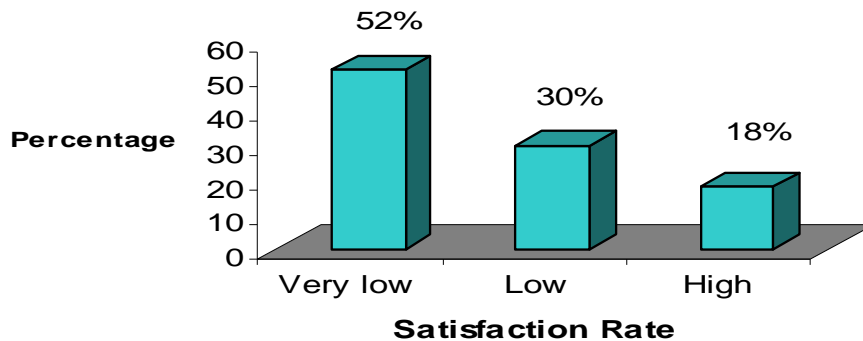
Besides, respondents were asked to provide their view regarding the location of the college. Accordingly, 111(65%) of the respondents rated that the accessibility (location) of the college is very good where as the rest 61 (35%) rated as good. This shows that the college is found in appropriate location where students can access easily services such as transportation service and other services which are related to their day to day practice.

3.2.6. Response of Students Concerning Overall Level of Satisfaction.

The quality of the service can be manifested through meeting customer expectation and there by achieve satisfaction.

Respondents were asked to rate the overall level of satisfaction they get from the service that the college provides. This fact is depicted using the following bar graph.

Fig1. Overall Level of Satisfaction of Respondents



31(18%) respond that their satisfaction with respect to the overall services is high while 52 (30%) and 89 (52%) replied as low and very low respectively. This shows that the management of the college is not assessing the satisfaction of its customers (students). And the college provides services not depending on customer's needs and expectations. Understanding customer's expectation and need helps to try to insure that services can be designed and delivered in order to meet those expectations. If services meet expectations, customer becomes satisfied. So, the college has to consult with its customers to understand their expectation and there by solve their dissatisfaction.

3.2.7. Students Response with Respect to Student Support Office

Every higher education institute requires to have students support office so as to ensure effective implementation of its program.

Table 7. Response of Students towards Students Support Office of the College

N O	Item	Respondents	
		Number	Percentage (%)
1	Does student support office of the college communicate student in a friendly manner?		
	A) Yes	79	46%
	B) No	93	54%
Total		172	100

Source: - survey result, 2010

As can be seen from the table 79 (46%) of respondents replied that student support office of the college communicate them in a friendly manner where as the rest 93 (54%) replied that it does not. This implies that the office does not consider students as part of the college community. Moreover, it lacks sincerity and willingness to help.

3.2.8. Complaint Handling Mechanisms

For an institution in order to improve its service delivery practice and there by exist in a complete market, it has to have complaint handling procedures. The following table depicts this fact.

Table 8. Response of Students about Complaint Handling Mechanisms

N O	Item	Respondents	
		Number	Percentage (%)
1	Are there clear complaint handling procedure in the college?		
	A) Yes	113	66%
	B) No	35	20%
	C) I don't know	24	14%
Total		172	100
2	Have you ever complain concerning the college's service delivery?		
	A) Yes	93	54%
	B) No	79	46%
	C) I don't know	---	---
Total		172	100
3	How satisfied are you with your complaint response?		
	A) Very satisfied	---	---
	B) Satisfied	15	9%
	C) Neutral	---	---
	D) Dissatisfied	71	41%
	E) Very dissatisfied	86	50%
Total		172	100
Mean Value		2	
4	Is there suggestion box, note book or any other complaint handling mechanisms in the college?		
	A) Yes	25	15%
	B) No	135	78%
	C) I don't know	12	7%
Total		172	100

Source: - survey result, 2010

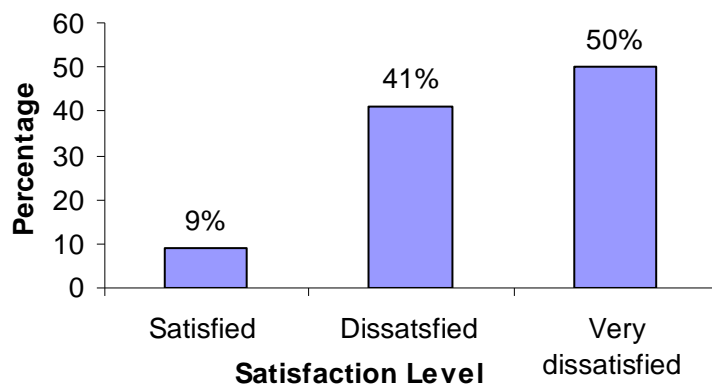
On table 8 item No 1, 113(66%) of respondents responded that the college has complaining handling procedures, 35 (20%) replied it does not have and the rest 24 (14%) remains neutral. This shows that the college is ready to respond to students complaints which help to improve the service that the college provides and hence become competitive in the market since in the business marketing concept customer complaint handling is a key instrument. The interviewee further strengthened this

fact that since complaint handling procedures are key factor in the service provision and also helps to improve the quality of the service, the college developed and tries its best to implement them.

On the same table (table 8) item No 2, respondents were also asked to know whether they are complaining regarding the service provision or not. In view of that, 93 (54%) replied that they are complaining where as 79 (46%) responded that they are not complaining. This depicts that there are problems in the service provision of the college. The college may not provide the service that students are expecting. This could be because of lack of skill or knowledge, honesty and lack of good attitude of employees. The interviewee highlighted students response that because service delivery cannot be complete by it self, complaints from students could be there.

Once complaints are presented by customers, it is vital to respond to these complaints that benefit those who complain the institution and the organization itself. Consequently, respondents were asked how satisfied they are with their complaint response. The following graph depicts this fact.

Fig 2. Satisfaction Level of Students towards their Complaints



As can be seen from fig 2, 15 (9%) are satisfied with the response of their complaint, 71 (41%) are dissatisfied and 86(50%) are very dissatisfied. This depicts that though the college has compliant handling procedure, it may not appropriately respond to these complaints.

Following that, so as to ensure whether there are suggestion boxes, notebook or any other complaint handling mechanisms, respondents were asked. 25(15%) of these respondents replied that the college has these suggestion boxes and note books, 135(78%) responded that the college do not have suggestion boxes and note books and the rest 12(7%) do not know about it. This shows that one of these mechanisms (suggestion box and note book) through which customers can present their complaint lacks in the college. This forces students to complain in some other ways. Go to the office and present their complaint instead of inserting their complaint in the suggestion box and write on the note book, for instance.

3.3 Analysis of Roha College's Dean Interview

Interview were conducted with the dean of the college so as to have an information on the overall service delivery practice of the college and other related issues.

3.3.1. Rules and Regulations Concerning Service Delivery

The interviewee said that being a higher education the college bases rules and regulations so as to provide services to its customers (student). These rules and regulations are of two types, though their content is almost similar. The first is, as the interviewee explained, those which are given from ministry of education and the second is those which are enacted by the college. As the interviewee said, rules and regulations which are enacted by the college encompassed how instructors should be employed, issues related to students instructor ratio, library and registration service ,for instance. The dean of the college also added that they are trying to do their best to create awareness regarding these rules and regulation to all employees who are working in the different section of the college. Basing such rule and regulation, the college tries to evaluate the service that each section provides.

3.3.2. Response to Comments and Complaints

The interviewee explained that there are comment and complaint handling procedures in the college. He added that using such procedures comments and complaints which are raised from students are treated. That is, as the dean of the college explained, comment and complaints will be submitted and treated by the concerned bodies.

3.3.3. Man power and Service Delivery

The dean of the college mentioned that there is no adequate man power in the college that gives service to students. However, as the interviewee said, the college is striving to meet the expected man power. For instance, they are trying to employ additional instructors, counselors, program managers and cashier.

3.3.4. Loyalty of Employees

The interviewee explained that there are employees in different section of the college who are courteous and helpful. On the contrary, he added that, there are also employees who are not willing and devote their time so as to provide the service at the required level and time. The unwillingness of these employees results to complaints, at the interviewee explained.

CHAPTER FOUR

SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

4.1. Summary of the Findings

Depending on data gathered from students and then the results obtained from data analysis, several issues that are related with service delivery problems were raised. Among them the major ones are summarized as follows.

- As 59% of the students replied, the library in the college cannot be able to accommodate the available students. Besides, 55% of sample students responded that there is no recent reference books in the library that holds updated knowledge. On top of that, 56.4% of students replied that employees who are engaged in the library service provision are not knowledgeable and well skilled.
- 54% of sample students said that the attitude of employees towards students is low. Moreover, 57% replied that employees do not understand the service expectation of students.
- 65% of sample students react that the college is found in conducive location where students can get transportation service, for instance. However, 98% of the respondents said that there is no signs in the college that shows directions of the different sections.
- 68% of sample students said that there are no adequate computer laboratories. Moreover, 61% said that there is no adequate computer in the college which results the very dissatisfaction of employees.

- 47% of sample students said that employees in the college are not committed to provide the necessary service which students are expecting.
- The college has got complaint handling procedures as 66% of the respondents replied. Hence, majority complain about the service provision. However, 78% react that there is no suggestion boxes and note books through which students can provide their complaints.

4.2. Conclusions

In Roha College there are problems that affect the quality of the service provision. One of these problems is the skill of employees in the library service. Employees in the library service are not well skilled to provide the required service which has negative consequence on service provision. Moreover, employees of the college do not provide the service that students are expecting. There is no match between employee's service delivery and student's expectation. Besides, the attitude of employees towards students is a basic factor in the service provisions. In Roha College, employees have got low attitude towards students. This entails there is no smooth relationship between employees and students which is the other problem that affect the service provision of the college.

Customers satisfied only if their needs are appropriately addressed on timely basis and if their service expectations meet with what actually they get. In view of that, students in the college are not satisfied with the library service. Moreover, students in the college are dissatisfied with the availability of recent reference books and inadequate physical facilities (computer laboratories and computers). In general, the overall level satisfaction that students get is very low. This all results from poor service delivery.

Willingness to help customers and to provide prompt service is pillar to service quality. In Roha college, employees are not willing and committed to provide the required service to students. They are so much reluctant in dealing customers requests, questions and problems.

When the quality of the service is affected, customers will stand to complain. Students, in Roha College, were complaining because of poor service provision. This poor service provision is aggravated by the absence of suggestion box and note books in the college. Thus, students persist to complain until they get quality services.

4.3. Recommendations

In order to have efficient service delivery in Roha College, the indentified problems and constraints should be alleviated or should be reduced step by step. Therefore, the following indicative recommendations are suggested:

- Being knowledgeable is important to deliver quality service. Therefore, training should be delivered to those employees who work in the library.
- Customer get satisfied when they get the service they expect. Employees, therefore, should strive to meet even exceed the type of service that students expect. Moreover, the management should ask students about their service expectation that results in good service quality.
- Attitude that is not geared in a friendly and helpful manner will have negative impact on service provision. Thus, employees in Roha College should approach students in a friendly and cooperative manner. So that, the quality of the service will be improved.

- Using sign and directions in service provision organizations facilitate the process of service delivery. Hence, Roha College should use such methods so that service provision will be improved.
- Knowledge could be gained from different sources. One of these sources is books. The library in the college do not have recent reference books that provides updated information to the users. Therefore, the college should equip the library with recent reference books so that students will gain the required knowledge and there by reduce their dissatisfaction.
- One of the necessary dimensions to provide quality service is responsiveness. Employees are not willing to provide quality service. Thus, training regarding service provision should be given to these employees.
- There should be suggestion box and note book by which students can provide their complaints.

ቅድስተ ማርያም ዩኒቨርሲቲ ኮሌጅ

ቢዝነስ ፋኩልቲ

የማኔጅመንት ትምህርት ክፍል

በሮሃ ኮሌጅ ተማሪዎች የሚሞላ መጠይቅ

ይህ መጠይቅ በቅድስተ ማርያም ዩኒቨርሲቲ ኮሌጅ በአራተኛ ዓመት የዲግሪ ኘርግራም የማኔጅመንት ትምህርት ክፍል ተመራቂ ተማሪ የተዘጋጀ ሲሆን የሮሃ ሃላፊነቱ የተያግ ማህበር የአገልግሎት አሰጣጥን ለመዳሰስ ነው።

በቅደሚያ ጊዜዎችን ሰውተው መጠይቁን ለመምላት ፍቃደኛ በመሆኖ አመሰግናለሁ።

ማሳሰቢያ

በዚህ መጠይቅ ስም መፃፍ አስፈላጊ አይደለም።

በተቀመጡት ሳጥን ውስጥ ይህንን ምልክት(✓) በመጠቀም መመለስ ይችላሉ።

የእርሶዎን የግል አስተያየት በሚጠይቁ ጥያቄዎች ላይ ከጥያቄው በታች በተሰመሩት መስመሮች በመጠቀም መልሱን መስጠት ይችላሉ።

ክፍል ሀ. አጠቃላይ የግል መረጃ

1. ፆታ

ሀ) ሴት

ለ) ወንድ

2. እድሜ በአመት

ሀ) 18-28

ለ) 29-39

ሐ) 40-50

መ) 51-61

ሠ) 62 እና ከዚያ በላይ

3. የሚማሩበት የትምህርት ክፍል

ሀ) የድህረት ስራና የቢሮ አስተዳደር

ለ) የገበያ ጥናት

ሐ) የሰው ሃይል አስተዳደር

መ) ህግ

ሠ) ኢንፎርሜሽን ቴክኖሎጂ

ረ) የሒሳብ መዝገብ አያያዝ

ክፍል ለ. ከአገልግሎት አሰጣጥና ከኮሌጁ ተማሪዎች ወይም ተጠቃሚዎች እርካታ ጋር የተያያዘ ጥያቄዎች

ከኮሌጁ ሠራተኞች ጋር የተያያዘ ጥያቄ

1. ከአስተማሪዎች አስፈላጊውን እርዳታ በሚፈለግበት ጊዜ ታገኛላችሁ?

ሀ አዎ እናገኛለን

ለ አናገኝም

ሐ. አላውቅም

2. በምዝገባ ክፍል አገልግሎት ላይ የተሳተፉ የኮሌጁ ሠራተኞች በቂ ክህሎት አላቸው?

ሀ. አዎ አላቸው

ለ. የላቸውም

ሐ. አላውቅም

3. በቤተመጻሕፍት ክፍል አገልግሎት ላይ የተሳተፉ የኮሌጁ ሠራተኞች በቂ ክህሎት አላቸው?

ሀ. አዎ አላቸው

ለ. የላቸውም

ሐ. አላውቅም

4. የኮሌጁ ሰራተኞች ተማሪዎችን ለማገልገል ያላቸው ተነሳሽነት ?

ሀ. አዎ አላቸው

ለ. የላቸውም

ሐ. አላውቅም

5. የኮሌጁ ሰራተኞች ለተማሪዎች መሰጠት ያለበትን አገልግሎት በተገቢው መንገድ ያውቁታል?

ሀ. አዎ

ለ. አያውቁትም

ሐ. አላውቅም

6. አስተማሪዎች በመማር ማስተማር ሂደት ላይ የትምህርት ክፍለ ጊዜውን ለመጠቀም በሚያደርጉት ጥረት ምን ያህል ደስተኛ ናት?

ሀ. በጣም ደስተኛ ነኝ

ለ. ደስተኛ ነኝ

ሐ. ደስተኛ አይደለሁም

መ. በጣም ደስተኛ አይደለሁም

7. የኮሌጁ ሰራተኞች ተማሪዎችን ለማገልገል ያላቸው በጎ አመለካከት ?

ሀ. በጣም ከፍተኛ ነው

ለ. ከፍተኛ ነው

ሐ. ዝቅተኛ ነው

መ. በጣም ዝቅተኛ ነው

ሠ. አስተያየት የለኝም

ከቤተመጻሕፍት አገልግሎት አሰጣጥ ጋር የተያየዙ ጥያቄዎች

1. ኮሌጁ በሚሰጠው የቤተመጻሕፍት አገልግሎት ምን ያህል ደስተኛ ናት?

ሀ. በጣም ደስተኛ ነኝ

ለ. ደስተኛ ነኝ

ሐ. ደስተኛ አይደለሁም

መ. በጣም ደስተኛ አይደለሁም

ሠ. አስተያየት የለኝም

2. በኮሌጁ ውስጥ የሚገኘው ቤተመጻሕፍት የኮሌጁን ተማሪዎች የማስተናገድ አቅም አለው?

ሀ. አዎ አለው

ለ. የለውም

ሐ. አላውቅም

3. በቤተ መጻሕፍት በቂ የሆነ የመብራት አገልግሎት አለ?

ሀ. አዎ አለው

ለ. የለውም

ሐ. አላውቅም

ከምዝገባ አገልግሎት አሰጣጥ ጋር የተያያዘ ጥያቄ

1. በኮሌጁ ምዝገባ አገልግሎት ላይ ምን ያህል ደስተኛ ኖት?

ሀ. በጣም ደስተኛ ነኝ

ለ. ደስተኛ ነኝ

ሐ. ደስተኛ አይደለሁም

መ. በጣም ደስተኛ አይደለሁም

ሠ. አስተያየት የለኝም

በመማር ማስተማር ሂደት የሚያስፈልጉ ከኮሌጁ ንብረት ጋር የተያያዙ ጥያቄዎች

1. በክፍሎቹ ስፋት ምን ያህል ደስተኛ ኖት?

ሀ. በጣም ደስተኛ ነኝ

ለ. ደስተኛ ነኝ

ሐ. ደስተኛ አይደለሁም

መ. በጣም ደስተኛ አይደለሁም

ሠ. አስተያየት የለኝም

2. በኮሌጁ ባሉት የኮምፒውተር ቤተ መሰሪቶች ብዛት ምን ያህል ደስተኛ ኖት?

- ሀ. በጣም ደስተኛ ነኝ
- ለ. ደስተኛ ነኝ
- ሐ. ደስተኛ አይደለሁም
- መ. በጣም ደስተኛ አይደለሁም
- ሠ. አስተያየት የለኝም

3. በኮሌጁ የኮምፒውተር ቤተመሰሪቶች ውስጥ ባሉት ኮምፒውተሮች ብዛት ምን ያህል ደስተኛ ኖት?

- ሀ. በጣም ደስተኛ ነኝ
- ለ. ደስተኛ ነኝ
- ሐ. ደስተኛ አይደለሁም
- መ. በጣም ደስተኛ አይደለሁም
- ሠ. አስተያየት የለኝም

4. በቤተመጻሕፍት ውስጥ ወቅታዊና አስፈላጊ የማጣቀሻ መጽሐፍቶችን ከማግኘት አንጻር ምን ያህል ደስተኛ ኖት ?

- ሀ. በጣም ደስተኛ ነኝ
- ለ. ደስተኛ ነኝ
- ሐ. ደስተኛ አይደለሁም
- መ. በጣም ደስተኛ አይደለሁም
- ሠ. አስተያየት የለኝም

5. በቤተ መጻሕፍት በቂ የሆኑ መንበሮች አሉ?

- ሀ. አዎ አሉ
- ለ. የለም
- ሐ. አላውቅም

6. በቤተ መጻሕፍት በቂ የሆኑ ጠረጴዛዎች አሉ?

ሀ. አዎ አሉ

ለ. የሉም

ሐ. አላውቅም

ከኮሌጁ ውጫዊ ገፅታ ጋር የተያያዙ ጥያቄዎች

1. በኮሌጁ ካፍቴሪያ አገልግሎት ምን ያህል ደስተኛ ኖት?

ሀ. በጣም ደስተኛ ነኝ

ለ. ደስተኛ ነኝ

ሐ. ደስተኛ አይደለሁም

መ. በጣም ደስተኛ አይደለሁም

ሠ. አስተያየት የለኝም

2. የኮሌጁን የተለያዩ የስራ ክፍሎችን የሚያመለክት አቅጣጫ ጠቋሚ አለ?

ሀ. አዎ አለ

ለ. የለም

ሐ. አላውቅም

3. ኮሌጁ የሚገኝበት ቦታ እንዴት ይመዝኑታል?

ሀ. በጣም ጥሩ ነው

ለ. ጥሩ ነው

ሐ. አጥጋቢ ነው

መ. ደካማ ነው

ሠ. በጣም ደካማ ነው

በኮሌጁ አጠቃላይ አገልግሎት አሰጣጥ ላይ ያተኮረ ጥያቄ

1. አጠቃላይ ከኮሌጁ አገልግሎት አሰጣጥ ያገኙት እርካታ ምን ያህል ነው?

- ሀ. በጣም ከፍተኛ ነው
- ለ. ከፍተኛ ነው
- ሐ. ዝቅተኛ ነው
- መ. በጣም ዝቅተኛ ነው
- ሠ. አስተያየት የለኝም

ከተማሪዎች ድጋፍ ሰጪ ክፍል ጋር የተያያዘ ጥያቄ

1. በኮሌጁ ውስጥ የሚገኘው የተማሪዎች የድጋፍ ክፍል ከተማሪዎቹ ጋር ጥሩ ቅርበት አለው?

- ሀ. አዎ አለው
- ለ. የለውም
- ሐ. አላውቅም

ክፍል ሐ. በኮሌጁ ቅሬታን ከማስተናገድ ጋር የተያያዙ ጥያቄዎች

1. በኮሌጁ ውስጥ ቅሬታ የማስተናገጃ ሂደቶች አሉ?

- ሀ. አዎ አለ
- ለ. የለም
- ሐ. አላውቅም

2. በኮሌጁ አገልግሎት አሰጣጥ ላይ ቅሬታ አቅርበው ያውቃሉ?

- ሀ. አዎ አውቃለሁ
- ለ. አቅርቤ አላውቅም
- ሐ. ካለ ስለሁኔታው አላውቅም

3. ቅሬታዎ በአጥጋቢ ሁኔታ ተመልሶሎታል?

ሀ. አዎ ተመልሶልኛል

ለ. አልተመለሰልኝም

4. ለቅሬታዎ በተሰጥዎ መልስ ላይ ምን ያህል ደስተኛ ነኝ?

ሀ. በጣም ደስተኛ ነኝ

ለ. ደስተኛ ነኝ

ሐ. ደስተኛ አይደለሁም

መ. በጣም ደስተኛ አይደለሁም

ሠ. አስተያየት የለኝም

5. በኮሌጁ የአገልግሎት አሰጣጥ ላይ ሃሳብና የተለያዩ አስተያየቶችን ለመሰጠት የሚያስችሉ እንደ የሐሳብ መስጫ ሳጥን፣ ማስታወሻ የመሳሰሉ እድሎች አሉ?

ሀ. አዎ አሉ

ለ. አዎ አሉ ነገር ግን በቂ አይደሉም

ሐ) የሉም

መ) አላውቅም

ክፍል መ. ከግል አስተያየቶች ጋር የተያያዙ ጥያቄዎች

1. ከላይ ያልተገለፁ በኮሌጁ አገልግሎት አሰጣጥ ላይ አሉ የሚሏቸው ችግሮች ምን ምን ናቸው?

DECLARATION

I undersigned declare that this senior essay is my original work prepared under the guidance of Ato Zellalem Tadesse all source of materials used for the manuscript have been duly acknowledged.

Name:-_____

Signature_____

Place of Submission:- St. Mary's University College
Department of Management

Date of Submission:-

This paper has been submitted for examination with my approval as the University College advisor.

Name_____

Signature_____

Date_____

St. Mary's University College
Faculty of Business
Department of Management

Questionnaire to be filled by Roha College Students

This questionnaire is prepared by final year management degree program student of St. Mary's University College for partial fulfillment of senior paper entitled Assessing the Services Delivery Practices of Roha Plc."

Dear Respondents:

I would like to thank in advance for your kind cooperation and dedication of your time to fill this questionnaire.

General Instructions

- Do not write your name.
- Please use tick mark (√) in each of your choice box below.
- If the question refers to personal opinion, uses the spaces provided and write your opinion.

Part I. General Characteristics of the Respondent

1. Sex

A) Male

B) Female

2. Age

A) 18-28

B) 29-39

C) 40-50

D) 51-61

E) 62 and above

3. Department

A) Secretarial science and office management

B) Marketing

C) Human resource management

D) Law

E) Information technology

F) Accounting

Part II. Questions Related to Service Delivery and Customer Satisfaction.

Questions Related to Employees

1. Do you get individual help from instructors when you need it?
 - A) Yes
 - B) No
 - C) I don't know
2. Are employees in the registration services well skilled in the Service provision?
 - A) Yes
 - B) No
 - C) I do not know
3. Are employees in the library services well skilled in the service Provision?
 - A) Yes
 - B) No
 - C) I do not know
4. Are employees motivated to serve students?
 - A) Yes
 - B) No
 - C) I do not know
5. Do employees of the college understand service expectation of the students?
 - A) Yes
 - B) No
 - C) I do not know
6. How satisfied are you with your instructors in using the period for teaching learning process?
 - A) Very satisfied
 - B) Satisfied
 - C) Dissatisfied
 - D) Very dissatisfied
 - E) Neutral

7. How do you rate attitude of employees toward students?

- A) Very High
- B) High
- C) Low
- D) Very Low
- E) Neutral

Questions Related to Library Service

1. How satisfied are you with the college's library services?

- A) Very Satisfied
- B) Satisfied
- C) Dissatisfied
- D) Very dissatisfied
- E) Neutral

2. Can the library accommodate the available students?

- A) Yes
- B) No
- C) I do not know

3. Are there adequate light system in the library?

- A) Yes
- B) No
- C) I do not know

Questions Related to Registration Service

1.. How satisfied are you with the college's registration services?

- A) Very satisfied
- B) Satisfied
- C) Dissatisfied
- D) Very dissatisfied
- E) Neutral

Questions Related to Physical Facilities

1. How satisfied are you with the size of the classes?

- A) Very satisfied
- B) Satisfied
- C) Dissatisfied
- D) Very dissatisfied
- E) Neutral

2. How satisfied are you with the adequacy of computer labs?

- A) Very satisfied
- B) Satisfied
- C) Dissatisfied
- D) Very dissatisfied
- E) Neutral

3. How satisfied are you with the adequacy of computers?

- A) Very satisfied
- B) Satisfied
- C) Dissatisfied
- D) Very dissatisfied
- E) Neutral

4. How satisfied are you with the availability of needed recent reference books?

- A) Very satisfied
- B) Satisfied
- C) Dissatisfied
- D) Very dissatisfied
- E) Neutral

5. Are there adequate chairs in the library?

- A) Yes
- B) No
- C) I do not know

6. Are there adequate tables in the library?

- A) Yes
- B) No
- C) I do not know

Question related to external Environment

1. How satisfied are you with the college's cafeteria services?

- A) Very satisfied
- B) Satisfied
- C) Dissatisfied
- D) Very dissatisfied
- E) Neutral

2. Are there easily seen signs which show directions to the different sections of the college?

- A) Yes
- B) No
- C) I do not know

3. How would you rate the accessibility (location) of the college?

- A) Very good
- B) Good
- C) Satisfactory
- D) Poor
- D) Very Poor

Question Related to Overall Satisfaction Level

1..What is the overall level of satisfaction you get from the service?

- A) Very high
- B) High
- C) Low
- D) Very low
- E) Neutral

Question Related to Student Support Office

1. Does student support office of the college communicate students in a friendly manner?

A) Yes

B) No

Part III. Questions Related to the College's Complaint

Handling Mechanism

1. Are there clear complaint handling procedures in the college?

A) Yes

B) No

C) I do not know

2. Have you ever complain concerning the college's service delivery?

A) Yes

B) No

C) I do not know

3. Are your complaints answered satisfactorily?

A) Yes

B) No

4. How satisfied are you with your complaint response?

A) Very satisfied

B) Satisfied

C) Dissatisfied

D) Very dissatisfied

E) Neutral

4. Is there suggestion box, note book or any other complaint handling mechanism in the college?

A) Yes, there is

B) There is but not enough

C) Not available

D) I don't know

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Interview Questions

These interview questions are prepared to conduct interview with the dean of Roha College of Addis Ababa about customer service delivery in the college.

1. Does the college have rules and regulations to process customer service delivery activities?
2. How does your college try to go with expected service and perceived service?
3. Do you have any standards to measure service delivery?
4. Is there any feed back system to students regarding their comments and complaints?
5. Do comments and complaints from students are continuously evaluated and reported to the concerned bodies?
6. Do you think the college has adequate number of employees to serve students?
7. How does students communicate the college in its endeavor and give feedback as an input to improve or retain the service delivered?
8. Do you think the staff are courteous and helpful to clients?
9. Do you think the staff members are hardworking and efficient when dealing with clients?
10. Does the college have sufficient and appropriate physical facilities?