An Assessment of Service Recovery Strategy: the case of Unity University

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Abstract

Despite the fact that tertiary level education has been immensely operational, maintaining quality education has become a challenge in Ethiopia. This paper aimed to assess the service recovery strategy of Unity University in general and with respect to the service recovery strategies; Specifically, with relation to Responding Quickly, Providing Appropriate Communication, Treating Customers Fairly, Cultivating Relationships with Customers, Encouraging and tracking complaints and Learning from Recovery Experiences. This paper stated in the problem discussion that it spotted that there was repeated occurrence of poor presentation of learning materials in the university which is likely to emanate from not learning from recovery experience and also may be due to not encouraging and tracking complaints. There was also non-availability of facilities during office hours which will result in lack of quick responses to student needs. Unsolicited behaviors were also spotted in the preliminary investigation which will likely emanate from lack of providing appropriate communication, and unfair treatment of customers. According to the research finding, in relation to responding quickly and providing appropriate communication, the institution is neither good nor bad but tends to lean more to the good because the next majority in the data shows that the respondents agree to the strategies. But concerning treating customers fairly, cultivating relationships with customers, encouraging customer complaints and learning from recovery experiences, the majority of respondents were neutral, but next to the majority disagreed implying poor performances in this strategic area.

Keywords: Service Recovery Strategy, Unity University

I. Introduction

1.1. Background of the Study

A service is any act or performance, which is essentially intangible and does not result in the ownership of anything, that one party can offer to another (Kotler, 1999). The business is where the perceived value of the offering to the buyer is determined more by the service rendered than the product offered (Gilmore, 2003).

A service firm's ability to hang on to its customers depends on how consistently it delivers value to them (Armstrong, 2018). Service failure is the breakdown in the delivery of service; it occurs when the service does not meet customers' expectations (Hoffman, 2011). (Zeithaml, 2018) describes it as a service performance that falls below a customer's expectations in such a way that leads to customer's dissatisfaction. Considering the complex nature of service, problems are likely to arise (caused by human or non-human factors) that warrant the need for service recovery (McCollough, 2018).

Service recovery is a firm's response to failures in its delivery system (Verma, 2001). This involves the necessary steps that the firm must take to correct the service failure (McCollough, 2018). This includes proceedings used by the service donor in order to reduce and restore the harm to customers which occurs due the failure in service (Syed, 2014).

An excellent service recovery is a combination of variety of strategies. The recovery strategies fall into two general types: One type 'fix the customer' includes the actions taken by the firm to restore the relationship with the customer, which include: Responding Quickly, Providing Appropriate Communication, Treating Customers Fairly and Cultivating Relationships with Customers. The second types 'fix the problem' are the actions taken to correct the problem and, ideally, to prevent it from recurring, which include: Encouraging and Tracking Complaints, Learning from Recover Experiences, Learning from Lost Customers, and Making the Service Fail-Safe (Zeithaml, 2018)

Complaints due to failure can be categorized into four groups: (1) Failure related to core service delivery, (2) Failure related to customer needs and requests, (3) Failure related to unsolicited employee actions, and (4) Failure related to problematic customers (Hoffman, 2011).

As (Chahal, 2015) cited from important articles of (Swanson & Davis, 2000; Voss, 2009 and Voss et al., 2010), researchers have empirically examined service failure and recovery within a wide array of sectors; however, higher education is one of the areas which has been relatively neglected in service failure and recovery literature.

As (Chahal, 2015) cited, based on studies of Swanson & Davis (2000), Voss (2009), Voss et al. (2010) and Chahal and Devi (2013), service failures in the education sector are categorized into three groups: Group 1 service failures are related to facility's response to service delivery system failure. It is the core service students expect to receive, which include inability to respond to students' queries, non-availability of facility during office hours, late arrivals in scheduling meetings with students, poor presentation of learning materials, etc. (Devi, 2015). Group 2 failures are related to facility's response to students' needs and requests, which include unwillingness to assist the students in solving education-related problems, not responding to the requests for an extra attempt for missed exams, or requests for additional lectures, etc. (Devi, 2015). Group 3 failures are related to unprompted and unsolicited actions like rudeness, impolite behavior of teaching or non-teaching staff with the students in the institution. This may include inability to control temper, frequent screaming, rude behavior, etc. And such service failures may relate to teaching, examination, library, laboratories, administration, infrastructure, and miscellaneous such as canteen and hostel activities in the education sector (Harddeep Chahal, 2013)

This paper attempted to assess the service recovery strategy of Unity University. The sector was established in 1991 as a language school. Unity Language School was offering English, Arabic, French and Italian language courses. It started with not more than 50 students, a few part-time teachers and administration personnel. Progressively, the institute launched diploma programs in Accounting, Marketing, Business, Personnel Administration, Secretarial Science, and Office Management from 1997 to 1999. In March 1998, the institute was upgraded to a

college level, following its achievements in education, and becoming the first privately owned college in Ethiopia. Through the years, the institute has played a pioneering role in providing quality education, setting a fine record. Later named Unity College, the institute has promoted innovative approaches and launched degree programs in various disciplines. Unity was promoted to university level in September 2008, becoming the first privately owned university. It has since been known as Unity University (Addis Tribune, 2008).

1.2. Statement of the Problem

An effective service recovery strategy has multiple potential impacts. As (Bitner, 2003) puts it, it can increase customer satisfaction and loyalty, and generate positive word of mouth. When the failure is resolved satisfactorily, there is a very high chance that the customers involved will remain loyal (Wirtz, 2018). Furthermore, customers are quick to reward their loyalty to companies that care about their concerns; and they are equally quick to punish unresponsive ones; given the availability of social platforms, customers can spread the news of their discontent which can snowball quickly (Hoffman, 2011). Managers need to be aware that the impact of a defection can go far beyond the loss of customers' future revenue stream (Christopher, 2016).

Research has shown that resolving customer problems effectively has a strong impact on customer satisfaction, loyalty, word of mouth communication, and bottom-line performance. In contrast there are downsides to having no service recovery or ineffective service recovery strategies. First, researchers have found that customers who are dissatisfied with the recovery process after making a complaint are far less likely to repurchase than those who do not complain. Secondly poor recovery following bad service experience creates, in effect two poor experiences, and can lead to customers who are dissatisfied that they actively pursue opportunities to openly criticize the company (Zeithaml, 2018).

Based on preliminary investigation that was conducted by the student researcher, the following points are identified: By tracking recovery efforts, we can learn about the problems in the delivery system that needs fixing. There is a repeated occurrence of poor presentation of learning materials in the university, and this failure is likely to emanate from failure to learn from recovery experiences, because this problem occurs repeatedly, as reported by the customers. It may also be due to not encouraging and tracking complaints because complaints provide valuable customer feedback and will offer the opportunity to use it next time, and will result in a better outcome. There is also the non-availability of facility during office hours, according to the students, and this may result in lack of quick response to students' needs.

Some customers just want an explanation for why the problem occurred and want to be treated with dignity and respect. According to the students, rude behavior is common within the university staff members. This failure might emanate from lack of providing appropriate communication, and unfair treatment of customers. These types of failures are under group 3 which is related with unprompted and unsolicited actions like rudeness, impolite behavior of teaching or non-teaching staff with the students in the institution.

Thus, the paper assessed the service recovery practice of Unity University at Gerji Branch for the service failures discussed above.

1.3. Research Questions

Based on the above statements, this paper attempted to answer the following research questions:

- What are the problems that exist in the service recovery practice of Unity Universities?
- How effective are the service recovery practices of Unity University?
- What are the efforts being made to improve the effectiveness of the recovery?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of this study is to assess the service failure of Unity University through the recovery strategies.

1.4.2. Specific Objectives

- To identify the problems that exists in the service recovery practice of Unity University.
- To observe the effectiveness of the service recovery practices of Unity University.
- To inspect the efforts being made to improve the effectiveness of the recovery.

1.5. Significance of the Study

The findings of this paper will help Unity University in having a clear understanding of the failures that occur in their line of works and also have a clear view that whether their recovery strategy works well to compensate for the failures. In addition, the finding of this paper can be used by St. Mary's University to have a new outlook on how it serves its students and review its recovery strategy, if it has one, or develop one to tackle the challenges that wait ahead. This paper will also aid students who are willing and thinking of doing a research on service failure and recovery strategy on the education sector. Considering the lack of literature related with this topic done on the education sector in Saint Mary's University, it will be an important addition to the repository. This paper also creates a good opportunity for the researcher to get more practical knowledge about the subject area.

1.6. Delimitation/Scope of the Study

This paper assessed the service failure with respect to the service recovery strategies i.e.: 'fixing the customer' and 'fixing the problem', specifically, with relation to responding quickly, providing appropriate communication, treating customers fairly, cultivating relationships with customers, encouraging and tracking complaints and learning from recovery experiences.

The paper focused on the area of, ' An assessment of service recovery strategy in the case of Unity University''. Even though the university has 3 campuses which are located in Addis Ababa, Adama and Dessie, this paper focused on the campus that is located in Addis Ababa,

Gerji because the researcher does not have the capacity, time and resource to cover all the three campuses.

The participants of this paper were regular students of the Compound and the facility head of business department. The time the paper covered in assessing is from 2019-2021 G.C.

2.   Research Design and Methodology

2.1. Research Design

Research design is a framework or blueprint for conducting a research project. It details with the procedures necessary for obtaining the information needed to structure or solve … research problems (Birks, Marketing Research: An Applied Approach, 2006).
One of the major factors to choose a research design is the nature of the problem; and this study aims at assessing the service recovery strategy of Unity University. Therefore, a descriptive design was appropriate to emphasize on analyzing and explaining the actual situation.

Descriptive research, as the name implies, describes characteristics of objects, people, groups, organizations, or environments. It tries to 'paint a picture' of a given situation (William G. Zikmund, 2010). As stated by (Donald R. Cooper, 2014), descriptive study can be just as demanding of research skills as causal study, and we should insist on the same high standards for design and execution. Following these, we can approach or research in two ways, Qualitative and Quantitative.

Qualitative Research includes an 'array of interpretive techniques which seeks to describe, decode, translate, and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in the social world (Donald R. Cooper, 2014). Quantitative research is a technique that seeks to quantify data and, typically, apply some form of statistical analysis (Birks, Marketing Research: An Applied Approach, 2006). It addresses research objectives through empirical assessment that involves numerical measurement and analysis approach.
This paper is designed in a descriptive research with qualitative and quantitative approaches to achieve its objective.

2.1.1. Population, Sample Size and Sampling Techniques

A population is the aggregate of all the elements that share some common characteristics and that comprise the universe for the purpose of the marketing research (Birks, Marketing Research: An Applied Approach, 2006). Sampling is selecting some of the elements in a population to draw conclusions about the entire population (Donald R. Cooper, 2014). The target population is the collection of elements or objects that possess the information sought by the researcher and about which inferences are made (Birks, Marketing Research: An Applied Approach, 2006).
The target population of this paper was the customers (students) of the institution, and the Faculty of Business Department Head.

Concerning the customer selection, convenience non-probability sampling approach was used for the reason that their exact number and list was not available due to constraints caused by the pandemic.

Based on the recommendations of (Birks, Marketing Research: An Applied Approach, 2006), this paper used the size of 200 as a sample because the exact numbers of customers was not known because access to the sample frame of the organization was not acquired due the constraints caused by the pandemic. The customers were located in Addis Ababa city, Gerj area.

2.1.2. Data Type and Sources

Information sources are generally categorized into three levels: Primary sources, Secondary sources and Tertiary sources (Donald R. Cooper, 2014). Primary data are originated by a researcher specifically to address the research problem; secondary data are data that have already been collected for purposes other than the problem at hand (Birks, Marketing Research: An Applied Approach, 2006). Tertiary data are or may be interpretations of a secondary source but generally are represented by indexes, bibliographies, and other finding aids (Donald R. Cooper, 2014).
In order to conduct a relevant and reputable research, both primary and secondary data were used.

2.1.3. Methods of Data Collection

The data for this study was collected through questionnaire and interview. 5-point Likert scale questionnaires were filled by students. For the data collected from the Faculty Head, interview questions were prepared. The 5-point Likert scale and interview questions which helped in acquiring the necessary data, were designed solely by the researcher. The questionnaires and interview were designed to fit all the situations as much as possible. A variety of questions were used for gathering the data, for examining the views of the students, and the Faculty Head in the recovery practice of the University and to examine which failure is repetitive.

For the data gathering, the researcher distributed the questionnaire to students and interviewed the Business Faculty Head at the University compound. The researcher approached respondents respectfully and handed out the questionnaire. To this effect, clear instruction was given with respect to their consent to cooperate. In order to accommodate this requirement, the items of the questionnaire were designed in the simplest way possible. The interview was conducted through an appointment made at the convenience of the Head, and clear instruction was also given with respect to his consent to cooperate.

2.1.4. Method of Data Analysis

Quantitative and qualitative data analysis techniques were used in this study. Quantitative data analysis technique, specifically, descriptive data analysis technique which includes using tables, chart and figures was used. Then to summarize the findings, percentages were used to

get the total response of the data collected. The qualitative data collected through interview was narrated qualitatively.

3. Data Presentation and Interpretation

3.1. Response Rate

This chapter deals with the presentation, analysis and interpretation of data gathered from students and the Head of Faculty of Business of Unity University. The paper tries to assess the degree of service recovery from the perspectives of the participants of the study.

Various questions related to the service recovery strategies were posed to inquire answers from respondents. To this end, 200 representative questionnaires were prepared and distributed to the respondents but only 191 responded. This means 95.5% of students have filled and returned the questionnaire. So, the analysis is presented based on the response gathered from students of the university and summarized by using descriptive statistics method, where by the raw data is computed in percentage and presented in a Chart form followed by detailed explanation and interpretation of the data to show implication of the major finding.

3.2. General Characteristics of the Respondents
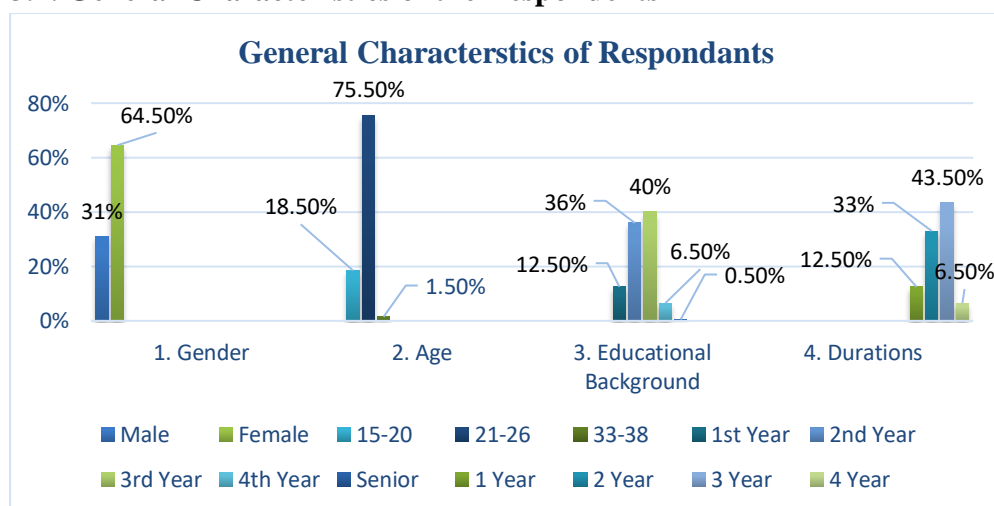
Source: Primary data, 2021

Figure 12 General Characteristics of Respondents

As can be seen from element 1 of figure 6 in relation to sex distribution, 62(31%) respondents were male, and 129(64.5%) of them were female. This implies that most of the respondents were female. In relation to age category as shown in element 2 of the same figure, the frequency of respondents from age 15-20 was 37(18.5%), 21-26 was 151(75.5%), 33-38 was 3(1.5%). From this we can deduce that in the majority of cases, the University serves the young age group.

Concerning educational background shown in element 3 of the same figure 3 respondents, out of the total, 25(12.5%) were first year students, 72(36%) were second year students, 80(40%) were third year students, 13(6.5%) were fourth year students and the remaining 1(0.5%) was

a senior. This shows that majority of respondents third year students. In the duration element at number 4 in the same figure, 25(12.5%) were 1 year long, 66(33%) were present for 2 years, 87(43.5%) stayed for 3 years and 13(6.5%) stayed for 4 years. This implies that the majority of respondents included in this research were students with average duration of 3 years.

3.3. Analysis of Major Findings

3.3.1. Receiving Quick Responses

Responding Quickly

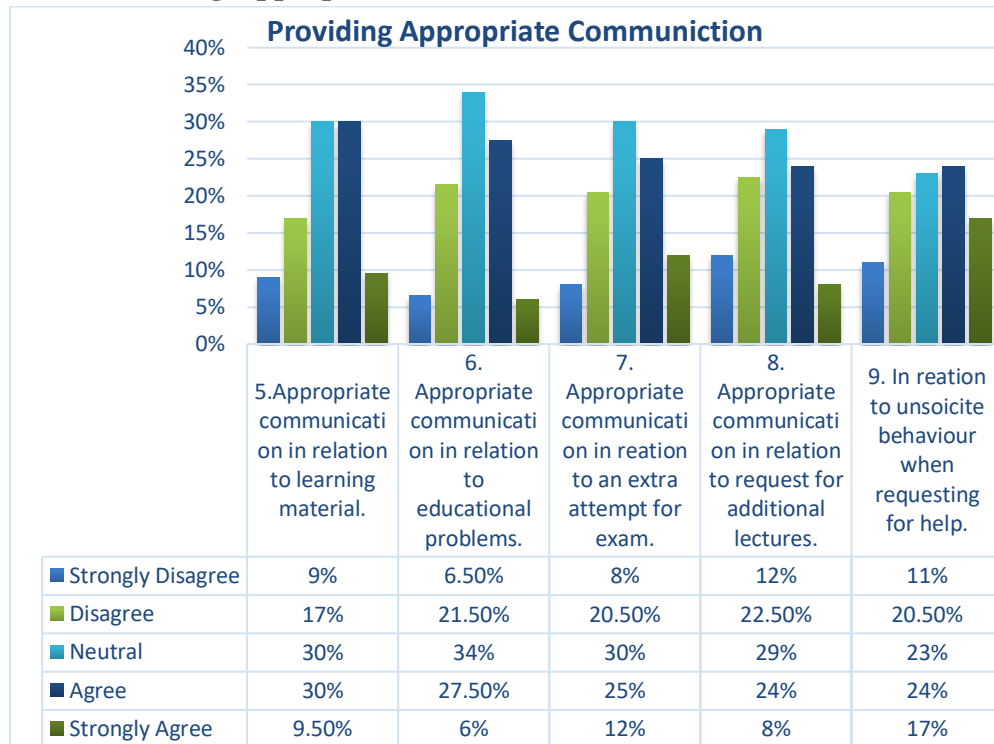|	1. I receive quick responses when there is a problem in the learning material.	2. I receive quick responses for educational related problems.	3. There is quick response for requests for an extra attempt for an exam.	4. I receive quick response for my questions.
■ Strongly Disagree	9.50%	12%	10%	15%
■ Disagree	15%	16.50%	20%	22%
■ Neutral	41%	37.50%	35.50%	24%
■ Agree	18.50%	21.50%	23.50%	25.50%
■ Strongly Agree	11.50%	8%	5.50%	9%

Source: Primary data, 2021

Figure .13 Receiving Quick Responses

With respect to element 1 in Figure 6, 13(9.5%) respondents strongly disagreed with regard to receiving quick responses in relation with learning materials, 30(15%) disagreed, 82(41%) were neutral, 37(18.5%) and 23(11.5%) agreed and strongly agreed, respectively. According to Figure 6 of element 2, out of the total respondents concerning quick responses in relation with educational related problems, 24(12%) respondents strongly disagreed, 33(16.5%) respondents isagreed, 75(37.5%) were neutral, 43(21.5%) greed and 16(8%) strongly agreed to the statement.

In element 3 of Figure 6, concerning quick responses for request to an extra attempt for an exam, 21(10%) of respondents strongly disagreed, 41(20%) disagreed, 71(35.5%) were neutral, 47(23.5%) agreed, and 11(5.5%) strongly agreed to the statement. Element 4 of the same figure, concerning quick responses for questions posed by students, 30(15%) strongly disagreed, 44(22%) Disagreed, 48(24%) were neutral, 51(25.5%) agreed and 18(9%) strongly disagreed to the statement.
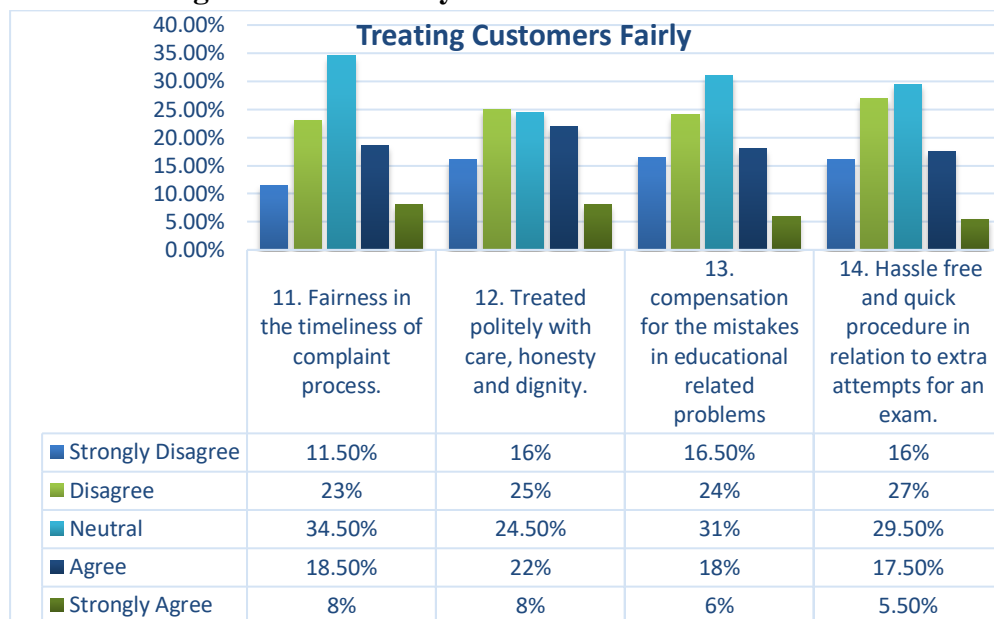
3.3.2. Providing Appropriate Communication

Providing Appropriate Communiction	5.Appropriate communication in relation to learning material.	6. Appropriate communication in relation to educational problems.	7. Appropriate communication in reation to an extra attempt for exam.	8. Appropriate communication in relation to request for additional lectures.	9. In reation to unsoicite behaviour when requesting for help.
Strongly Disagree	9%	6.50%	8%	12%	11%
Disagree	17%	21.50%	20.50%	22.50%	20.50%
Neutral	30%	34%	30%	29%	23%
Agree	30%	27.50%	25%	24%	24%
Strongly Agree	9.50%	6%	12%	8%	17%

Source: Primary data, 2021

Figure 14 Providing Appropriate Communication

Element 5 in Figure 7 is concerned with providing appropriate communication when there is a problem in the learning materials. 18(9%) respondents strongly disagreed, 34(17%) disagreed, 60(30%) were neutral, 60(30%) agreed and remaining 19(9.5%) strongly agreed to the statement. Element 6 in the same Figure is about appropriate communication concerning education related problems. 13(0.5%) strongly disagreed, 43(21.5%) disagreed, 68(34%) were neutral, 55(27.5%) agreed and remaining 12(6%) strongly agreed with the statement.

Element 7 in the same Figure is concerned with appropriate communication with regard to the request for an extra attempt for an exam. 16(8%) of respondents strongly disagreed, 41(20.5%) disagreed, 60(30%) were neutral, 50(25%) agreed and 24(12%) strongly agreed to the statement. Element 8 in the same Figure is concerned with appropriate communication when requesting for additional lectures. 24(12%) strongly disagreed, 45(22.5%) disagreed, 58(29%) were neutral, 48(24%) agreed and remaining 16(8%) strongly agreed. Element 9 in similar Figure regarding rude or impolite behavior in relation to the teaching staff when requested for help, 22(11%) strongly disagreed, 41(20.5%) disagreed, 46(23%) were neutral, 48(24%) agreed and 34(17%) strongly agreed.

3.3.3. Treating Customers Fairly

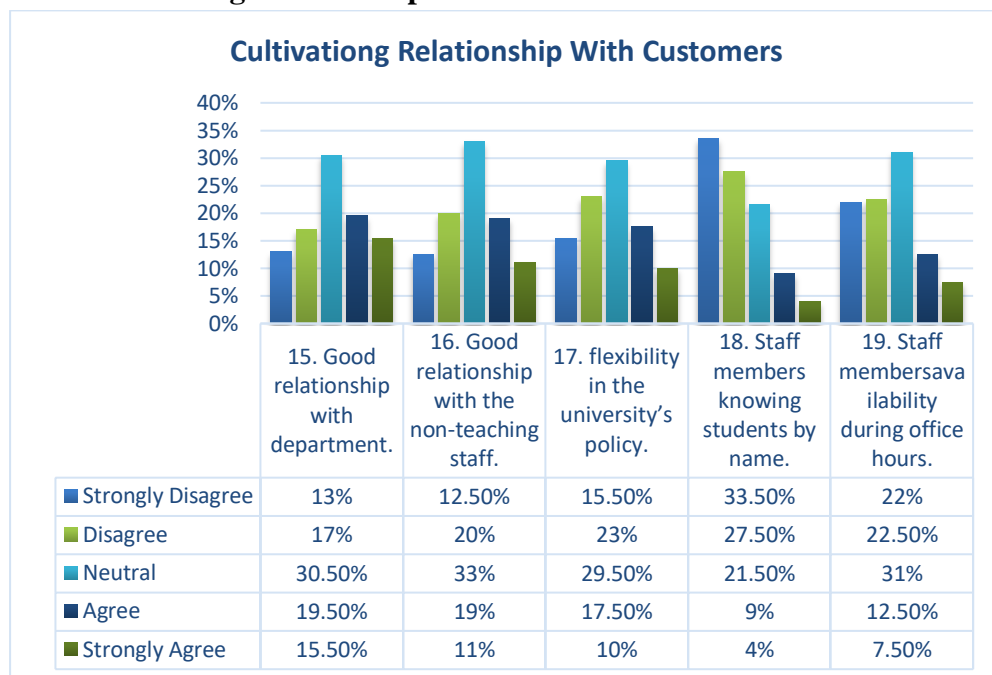|	11. Fairness in the timeliness of complaint process.	12. Treated politely with care, honesty and dignity.	13. compensation for the mistakes in educational related problems	14. Hassle free and quick procedure in relation to extra attempts for an exam.
Strongly Disagree	11.50%	16%	16.50%	16%
Disagree	23%	25%	24%	27%
Neutral	34.50%	24.50%	31%	29.50%
Agree	18.50%	22%	18%	17.50%
Strongly Agree	8%	8%	6%	5.50%

Source: Primary data, 2021

Figure 15 Treating Customers Fairly

Element 11 in Figure 8, in relation to customers being treated fairly on timeliness of their complaint process, 23(11.5%) strongly disagreed, 46(23%) disagreed, 69(34.5%) were neutral, 37(18.5%) agreed and 16(8%) strongly agreed. In the same Figure, element 12 states that students are treated politely with care, honesty and dignity. The collected data shows that, 32(16%) strongly disagree, 50(25%) disagree, 49(24.5%) were neutral, 44(22%) agreed and 16(8%) strongly agreed.

Element 13 in the similar Figure in relation to being compensated for mistakes in education related problems, the collected data shows that, 33(16.5%) strongly disagree, 48(24%) disagree, 62(31%) were neutral, 36(18%) agreed and 12(6%) strongly disagreed. In Figure 8, element 14, states that there is a hassle free and quick procedure for requests of extra attempts for an exam. Collected data shows that, 32(16%) strongly disagreed, 54(27%) disagreed, 59(29.5%) were neutral, 35(17.5%) agreed and 11(5.5%) strongly agreed.

3.3.4. Cultivating Relationships with Customers

Cultivationg Relationship With Customers

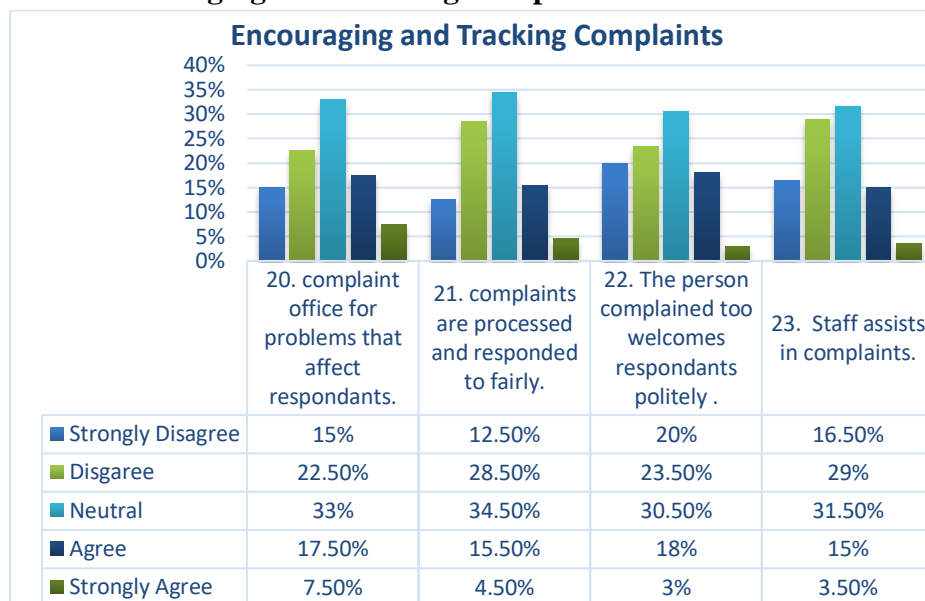|	15. Good relationship with department.	16. Good relationship with the non-teaching staff.	17. flexibility in the university's policy.	18. Staff members knowing students by name.	19. Staff membersavailability during office hours.
■ Strongly Disagree	13%	12.50%	15.50%	33.50%	22%
■ Disagree	17%	20%	23%	27.50%	22.50%
■ Neutral	30.50%	33%	29.50%	21.50%	31%
■ Agree	19.50%	19%	17.50%	9%	12.50%
■ Strongly Agree	15.50%	11%	10%	4%	7.50%

Source: Primary data, 2021

Figure 16 Cultivating Relationships with Customers

In Figure 10 of element 15, it is stated that students have a good relationship with their respective department. To this statement, 26(13%) strongly disagreed, 34(17%) disagreed, 61(30.5) were neutral, 39(19.5%) agreed and 31(15.5%) strongly agreed. Element 16 in the same Figure, asserts that students have good relationships with the non-teaching staff. Collected data shows 25(12.5%) strongly disagree, 40(20%) disagree, 66(33%) were neutral, 38(19%) agreed and 22(11%) strongly agreed.

In element 17, Figure 9, in relation to the statement that inquires the extent of flexibility in the university's policy, 31(15.5%) strongly disagreed, 46(23%) disagreed, 59(29.5%) were neutral, 35(17.5%) agreed and 20(10%) strongly agreed. Element 18 in the same Figure concerning staff member knowing students by name, gathered data shows 67(33.5%) strongly disagree, 55(27.5%) disagree, 43(21.5%) neutral, 18(9%) agreed and 8(4%) strongly agreed to the statement.

Element 19 is the same Figure states that the staff members are available when needed during office hours, 44(22%) strongly disagreed while, 45(22.5%) disagreed, 62(31%) were neutral and 25(12.5%) agreed while 15(7.5%) strongly agreed.
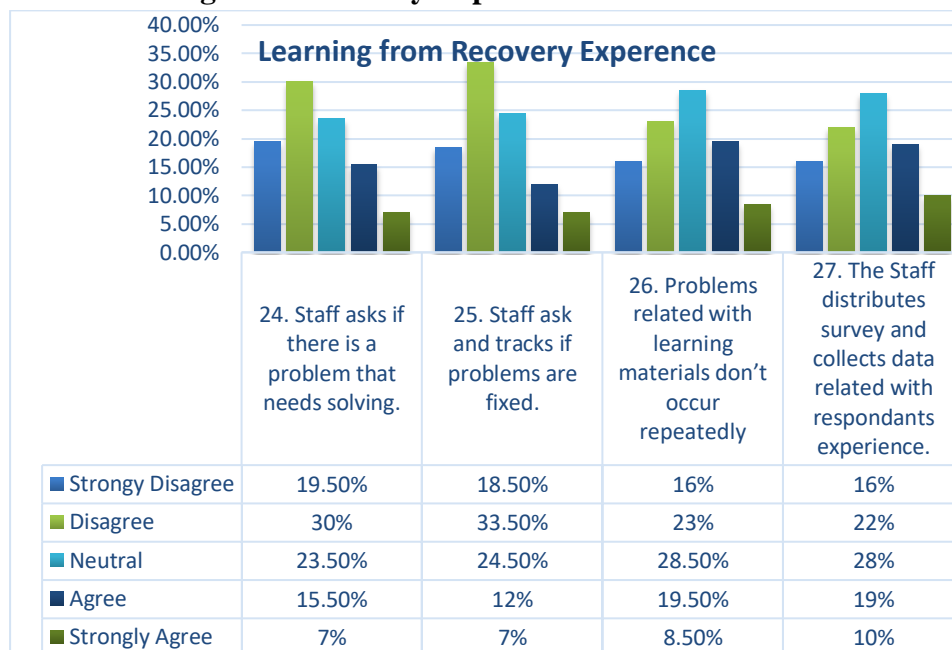
3.3.5. Encouraging and Tracking Complaints

Encouraging and Tracking Complaints

	20. complaint office for problems that affect respondants.	21. complaints are processed and responded to fairly.	22. The person complained too welcomes respondants politely .	23. Staff assists in complaints.
■ Strongly Disagree	15%	12.50%	20%	16.50%
■ Disagree	22.50%	28.50%	23.50%	29%
■ Neutral	33%	34.50%	30.50%	31.50%
■ Agree	17.50%	15.50%	18%	15%
■ Strongly Agree	7.50%	4.50%	3%	3.50%

Source: Primary data, 2021

Figure 17 Encouraging and Tracking Complaints

In Figure 10, element 20 asserts that there is a complaint office for problems that affect the respondents. 30(15%) strongly disagreed, 45(22.5) disagreed, 66(33%) were neutral, 35(17.5%) agreed and 15(7.5%) strongly agreed. Element 21 in the same Figure states that complaints are processed and responded to fairly, to this 25(12.5%) strongly disagreed, 57(28.5%) disagreed, 69(34.5%) were neutral, 31(15.5%) agreed and 9(4.5%) strongly agreed.

Element 22 in Figure 10 states that the person the respondent complains to welcomes them politely. 40(20%) strongly disagree, 47(23.5) disagreed, 61(30.5%) were neutral, 36(18%) agreed and 6(3%) strongly agreed. Element 23 in the same Figure proclaims that the staff assists respondents in their complaints. 33(16.5%) strongly disagreed, 58(29%) disagreed, 63(31.5%) were neutral, 30(15%) agreed and 7(3.5%) strongly agreed.
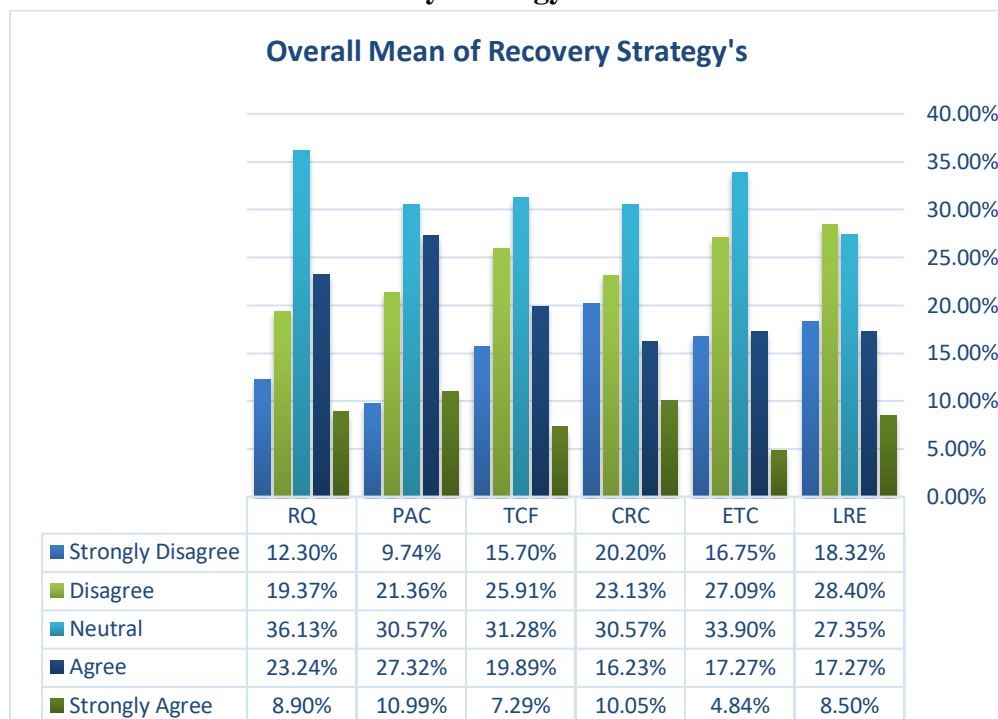
3.3.6. Learning from Recovery Experience

	24. Staff asks if there is a problem that needs solving.	25. Staff ask and tracks if problems are fixed.	26. Problems related with learning materials don't occur repeatedly	27. The Staff distributes survey and collects data related with respondants experience.
■ Strongy Disagree	19.50%	18.50%	16%	16%
■ Disagree	30%	33.50%	23%	22%
■ Neutral	23.50%	24.50%	28.50%	28%
■ Agree	15.50%	12%	19.50%	19%
■ Strongly Agree	7%	7%	8.50%	10%

Source: Primary data, 2021

Figure 18 Learning from Recovery Experience

In Figure 11, element 24 states that the staff ask if there is a problem that needs solving. To this statement 39(19.5%) strongly disagreed, 60(30%) disagreed, 47(23.5%) were neutral, 31(15.5%) agreed and 14(7%) strongly agreed. Element 25 in the same figure proclaims that the staff asks and tracks if problems are fixed. 37(18.5%) strongly disagreed, 67(33.5%) disagreed, 49(24.5%) were neutral, 24(12%) agreed and 14(7%) strongly agreed.

Element 26 describes the statement concerning problems related with learning materials don't occur repeatedly. 32(16%) strongly disagreed, 46(23%) disagreed, 57(28.5%) were neutral and 39(19.5%) agreed and 17(8.5%) strongly agreed to the statement. Last element of figure 11, asserts that the staff distributes survey and collects data related with the respondent's experience. 32(16%) strongly disagreed, 44(22%) disagreed, 56(28%) were neutral, 38(19%) agreed and 20(10%) strongly agreed.

3.7. Overall Mean of Recovery Strategy

Overall Mean of Recovery Strategy's

	RQ	PAC	TCF	CRC	ETC	LRE
■ Strongly Disagree	12.30%	9.74%	15.70%	20.20%	16.75%	18.32%
■ Disagree	19.37%	21.36%	25.91%	23.13%	27.09%	28.40%
■ Neutral	36.13%	30.57%	31.28%	30.57%	33.90%	27.35%
■ Agree	23.24%	27.32%	19.89%	16.23%	17.27%	17.27%
■ Strongly Agree	8.90%	10.99%	7.29%	10.05%	4.84%	8.50%

Source: Primary data, 2021

Figure 19 Overall Mean of Recovery Strategy

In figure 12, with relation to responding quickly, the average results of the statements show that, (12.30%) strongly disagree, (19.37%) disagreed, (36.1%) were neutral, (23.24%) agreed and (8.90%) strongly agreed. In relation to providing appropriate communication in the same figure, (9.74%) strongly disagreed, (21.36%) disagreed, (30.57%) were neutral, (27.32%) agreed and (10.99%) strongly agreed. Concerning   the recovery strategy of treating customers fairly, (15.70%) strongly disagreed, (25.91%) disagreed, (31.28%) were neutral, (19.89%) agreed and (7.29%) strongly agreed.

In the same figure, regarding cultivating relationships with customers, (20.20%) strongly disagreed, (23.13%) disagreed, (30.57) were neutral, (16.23%) agreed and (10.25%) strongly agreed. The data collected with regards to encouraging and tracking complaints, (16.75%) strongly disagreed, (27.09%) disagreed, (33.90%) were neutral, (17.27%) strongly agreed and (4.84%) agreed. Concerning with the strategy of the institution learning from its recovery experience, (18.32%) strongly disagreed, (28.40%) disagreed, (27.35%) were neutral, (17.27%) agreed and (8.50%) strongly agreed.

3.8. Interview Analysis

As per the interview with the faculty head, he stated that the most frequent complaint about the situation in the school is with regards to lost Id's and grade complications caused due to absenteeism or disciplinary cases. Most frequently occurring complaints with service failures are connected with responding quickly to resolve these kinds of problems, because these problems are most of the time caused by the students themselves; their complaints need to be reviewed by the Student Union and their respective departments. From the survey collected, responding quickly is not much of a problem from the   students' perspective.

With regard to the main action taken by clients when they are subject to service failure, stated by the facility head was as follows: when students encounter any kind of problem, first, they should contact their respective departments. If their respective department does not address their questions, there is a student union and student support unit to aid them in solving their problems. But from the surveys of the majority of students who stood next to neutrality, most students disagreed to the institution encourages and tracks their complaints.

The most effective service recovery action, as stated by the facility head, is providing appropriate communication, and providing explanation why the error happened. He said, "As a parent and coordinator for many years, I have seen students respond in a fair and disciplined manner when communicated to like adults."
With regards to the question, 'Do you think that effective service recovery impacts customer advocacy and loyalty by spreading positive word of mouth and recommendations?" The head answered the question in affirmative.

With regards to whether the institution has service recovery practice in the University, he asserted that they don't have an outlined policy in relation to service recovery practice, but like any other educational institution, we have our own way of treating and solving student problems which need due attention.

The Faculty Head was asked if he thinks the service recovery practice of the University is effective. He stated, "We think it is effective, from the assumption that most students who register here are mostly referred to here by previous students of the University." Most of the students were surveyed and asked about their learning experience. From the surveys conducted, they were in good rapport with their instructors; they were satisfied with the compound as a whole, because they were provided the most elaborate library, cafeteria and places to sit and socialize with other students. But from the primary data collected, when we looked at the overall results, the effectiveness of the recovery practice of the University is not satisfactory.

In order to improve their recovery practice, and address students' problems effectively, he said that they are conducting the survey which used to be conducted every 2 semesters shortening it to every semester. In addition, he said they are discussing with the Student Union and departments a venue for students to voice their concerns and provide feedback in a simple way so that the University improves areas that need critical attention. This assertion by the Head is not about reforms currently being done, but rather a plan in the pipe line to be implemented.

4. Summary, Conclusion and Recommendation

4.1. Summary of the Major Findings

The study attempted to address the major research questions posed in the first chapter. As a result, the major findings of the study are summarized as follows:
- From the total number of respondents, the majority consisting of 64% from the whole were female and 75.50% were in the age of 21-26. Regarding educational background

of respondents, the majority were 3rd year student's .Of the university's sample students 40% from the whole and 43.50% had 3 years duration in the institution.

Recovery strategies used as scales to derive statements concerning the service activities of the institution are averaged for easier and concise summary.

- Complaints customers need quick response. When the company has service failures or receives a complaint from customers, it must be prepared to act on them quickly (Bitner, 2003). The Majority of respondents comprising (36.13%) were neutral in relation to responding quickly to different service activities of the institution. And that implies the respondents don't have a negative or positive feeling towards this action. The next majority out of the whole consisting (23.24%) agreed which implies that the company is effective in its response actions to student problems.

- In many service failure situations, customers are not looking for extreme actions from the firm; however, they are looking to understand what happened and for firms to be accountable for their actions (Sparks, 2003). Concerning providing appropriate communication, the majority encompassing (30.57%) responded with neutrality which denotes a sate of confusion or neither a positive or negetive response. The next majority encompassing (27.32%) agreed implying that the institution is doing good in its appropriatness when communicating with its students.

- Customers want justice and fairness in handling their complaints (Christopher, 2016). The Majority of students were neutral to this action encompassing (30.57%), but the next majority consisting of (23.13%) strongly disagreed implying there is a problem in the institution's fairness in relation to the service activities directed at the students.

- Even if an organization aims for 100 percent service quality, failures sometimes occur. A critical component of service recovery strategy is thus to encourage and track complaints. The Majority of respondents (33.90%) responded with neutrality implying they don't know or are not sure if the institution encourages and tracks complaints. The next majority consisting of (27.09%) disagreed which can lead us to conclude that the institution's practice in encouraging and tracking complaints needs to improve on its quality.

- Service recovery situations provide valuable information for learning and improving service delivery. By tracking service recovery efforts and solutions, managers can often learn about systematic problems in the delivery system that need fixing (Valarie, 2018). The Majority of respondents compring (28.40%) disagreed with regard to the fact that the institution learns from its recovery experience. The next majority consisting (27.35%) were neutral to this action implying non-involvement .

4.2. Conclusion

This paper aimed to assess the service recovery strategy of Unity University in general and with respect to the service recovery strategies. This paper stated in the problem discussion that from preliminary investigations it was spotted that there was repeated occurrence of poor presentation of learning materials in the University which is likely to emanate from not learning from recovery experience and also may be due to not encouraging and tracking complaints. There was also non-availability of faculty members during office hours which

will result in lack of quick response to student needs. Unsolicited behaviors were also spotted in the preliminary investigation which will likely emanate from lack of providing appropriate communication, and unfair treatment of customers.

The sample used in this paper was based on the recommendations of (Birks, Marketing Research: An Applied Approach, 2006). 200 questionnaires were distributed and 191 were returned. The data that were collected from 191 students of Unity University shows that the majority consist of female, aged from 21 to 26, and with educational background of 3 years in the University. Concerning customer selection, convenience sampling approach was used. Interview was used to collect qualitative data from the Faculty Head of Business of the University. Descriptive design was used because the general objective of this paper was to assess the service recovery strategy of the University

According to the research finding as seen in the overall summary above, in relation to responding quickly and providing appropriate communication, we can see the institution is neither good nor bad, but tends to lean more to the good because the next majority in the data shows that the respondents agree to the strategies. But concerning treating customers fairly, cultivating relationships with customers, encouraging customer complaints and learning from recovery experiences, the majority of respondents were neutral, but the next majority disagreed implying poor performances in this strategic area.

Considering the effectiveness of the service recovery strategy of the institution, we can imply from the data that it is not a satisfactory result. Considering all the six strategies, respondents consisting the majority were neutral to it, and if the service recovery was effective it would result in good word of mouth which would have translated in their response, but respondents were unsure, don't care or don't know if the institution applies those strategies.

4.3. Recommendations

Based on the conclusions arrived, the following points are recommended:

- Research has shown that resolving customer problems effectively has a strong impact on customer satisfaction, loyalty, word of mouth communication and bottom-line performance (Brown, 2003). The service recovery strategies of Unity University located at Gerji should be implemented well according to a well-designed service recovery program.
- A well-designed service recovery strategy provides information that can be used to improve service as part of a continuous improvement effort. Unity University should deal with customers' dissatisfaction through well-organized and designed feedback system to counter check whether customers' satisfaction is assured or not, and should search for the points of dissatisfaction and design recovery strategies to address them.
- Many customers are passive about their dissatisfaction, simply saying or doing nothing. Whether they act or not, at some point the customers will decide whether to stay with that provider or switch to a competitor. As already pointed out, customers who do not complain are not very likely to return. For companies, customer passivity in the face of dissatisfaction is a threat to future success (Bitner, 2003). Unity

University should create an effective process for dealing with complaints and track complaints to make changes in their policy and procedures to incorporate the identified improvements. It is important to recognize the effects and costs dissatisfied customers impose on the institution. Unity University should encourage and track complaints of customers to identify gaps in its service delivery.

- Even if an organization aims for 100 percent service quality, failures occur. A critical component of a service recovery strategy is thus, to encourage and track complaints. Firms can utilize a number of ways to encourage and track complaints. Customer research can be designed specifically for this purpose through satisfaction surveys, critical incident studies, and lost customer research. The management of Unity University should identify unsatisfied customers on a continuous basis and should give distinguished service recovery to keep them from spreading negative word of mouth.

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