

Satisfaction with Service Delivery among Wollega University Students

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Abstract

Universities may acquire vital input from students through surveys to discover possible areas for development and ensure that services satisfy their customers' demands sufficiently. Therefore, this study attempted to examine the level of satisfaction of students at a university with the delivery of services. The study employed a cross-sectional survey design and focused on students enrolled in different fields of study. A total of 529 pupils (316 men and 213 females) were selected randomly. A questionnaire was utilised to acquire the essential data. The study revealed that students were not happy with the provision of food and lodging and the delivery of recreational services, but they were satisfied with the library's services. There was no clear satisfaction or dissatisfaction regarding education, security, or ICT services. Interestingly, there was a noticeable difference in the satisfaction levels between male and female students, with male students showing higher satisfaction. These findings suggest that it would be beneficial to review and improve the delivery of university services to ensure their sufficiency and quality and ultimately enhance student engagement and academic achievement.

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Article Information

Article History:

Received : 13-10-2022

Revised : 27-11-2022

Accepted : 29-12-2022

Keywords:

Satisfaction, Service, Delivery, Service Delivery

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INTRODUCTION

Ethiopia's higher education system is currently undergoing considerable development with the establishment of many new institutions within the last 15 years. The purpose of this expansion is to develop a workforce that is capable and sufficiently skilled to sustain the nation's expanding economy. Wollega University, which is situated in the Oromia region, is one of the establishments of this era. Wollega University was formed in 2007 and has educated thousands of students (Wollega University Strategic Plan, 2021). The Wollega region, well known for its rich cultural heritage and spectacular natural landscapes, is

where the university gets its name. Undergraduate and graduate programs in a wide range of academic subjects, including education, engineering, agriculture, health sciences, business and economics, social sciences, and natural sciences, are accessible at Wollega University (Wollega University, 2016). The university is dedicated to offering quality instruction, stimulating innovation and research, and greatly advancing the overall progress of the local community, state, and country.

Wollega University's three campuses are situated in the cities of Gimbi, Nekemte, and

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Shambu. The principal campus is in the city of Nekemte, which is approximately 331 km west of Addis Ababa, the capital city. The university is making significant efforts to promote a favourable learning climate. The institution is committed to nurturing academic excellence and sending qualified graduates who can help the nation's socioeconomic progress. It actively participates in community outreach efforts, joint projects, and research endeavours to address social challenges and enhance sustainable development (Wollega University Strategic Plan, 2021). The organization also seeks to improve the number of programs it offers and raise the quality of services it provides to its clients, notably students.

Educational institutions need to put students' satisfaction into service delivery. This is because it directly influences many parts of the educational experience for students as well as the institution's overall performance. Students are more likely to be motivated, engaged, and actively participate in the learning process when satisfied (Kuh et al., 2006). Elliott and Shin (2002) believe that the curriculum, instructional practices, and academic support services are successful and contribute to improved educational outcomes.

Student satisfaction has a direct correlation with student retention and graduation rates (Cabrera et al., 2017). Motivated students are more inclined to keep going and finish their courses of study. They tend to have higher levels of commitment and are less likely to drop out (Elliott & Healy, 2001). By prioritizing service delivery and ensuring student satisfaction, institutions can enhance student success and improve graduation rates. Student satisfaction

Sci. Technol. Arts Res. J., Oct.-Dec. 2022, 11(4), 58-73 significantly influences an institution's reputation and branding. Satisfied students become advocates who share positive experiences, contributing to word-of-mouth promotion and attracting prospective students (Kim et al., 2012).

Concerning this, previous studies suggest that the satisfaction of students with service delivery varies depending on the specific service being provided. For instance, in Nigeria, a study found that the satisfaction of students was largely influenced by academic pursuits, recreational engagements, and spiritual initiatives (Adeniyi & Adeniyi, 2017). Other research conducted in Nigeria revealed that students expressed high levels of satisfaction with education, safety, and healthcare services. However, their satisfaction was lower regarding ICTs, transportation, hostel facilities, and libraries (Akpoiroro & Okon, 2015).

Regarding the Ethiopian universities, Lodesso et al. (2018) reported that the service quality attributes were perceived to be very poor, leading to low levels of student satisfaction. However, Daniel et al. (2017) reported that students were moderately satisfied with the overall delivery of services at Dire Dawa University. On the other hand, another study at Dire Dawa University reported that students were highly satisfied with the delivery of services in the library, student evaluation system, student placement in teaching-learning, staff-student interaction, and augmented facilities. They were observed to be dissatisfied with the delivery of services in laboratory and demonstration facilities, computer laboratories, internet facilities, tutorial support, and lounge services (Hassen, 2018). Furthermore, studies show that students may experience differences in satisfaction

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with service delivery based on their background characteristics. For example, Smith and Johnson (2018) revealed that female students tend to display higher levels of satisfaction with academic aid programs when compared to their male counterparts. Similarly, Brown et al. (2019) discovered that male students often express lower levels of satisfaction with academic aid services in comparison to their female counterparts.

Conducting a study on students' satisfaction with the delivery of services will provide valuable insights into the services that interest students and those that need improvement. Additionally, this study could help the university community to focus on meeting students' needs, ultimately promoting their academic success and engagement.

In Ethiopia, universities have diverse student populations with different backgrounds, which naturally leads to varying expectations and perceptions. Therefore, universities need to adapt their services to cater to the needs of their students, as satisfaction plays a key role in the success of the institution. Additionally, feedback from students regarding the quality of services is essential for improving and enhancing the services provided by the university. On the other hand, if services are inefficient, it can impede students' ability to pursue their studies effectively. The amount of research on service quality has significantly increased in the last several years. Many studies have focused on the relationship between customer satisfaction and service quality in great detail (Sánchez-Pérez et al., 2007). Researchers have thoroughly examined the following topics: what influences customer satisfaction; how

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service quality dimensions affect behavioural intentions; how ethnicity and customer satisfaction are related (DeShields et al., 2005); how service quality and competitiveness are related; and how culture affects perceived quality (Sánchez-Pérez et al., 2007). Research on students' opinions on the general quality of services offered by Ethiopian universities is, nevertheless, inadequate.

The research conducted on the quality of services has significantly improved in recent years. Numerous academics have extensively investigated service quality and customer satisfaction (Bolton & Drew, 1991; Cheng, et al., 2014; Daniel et al., 2017; El-said, 2015; Ekpoh, 2018; Karatepe, 2011; Zygiaris, et al., 2022). Additionally, researchers have explored the factors that influence customer satisfaction, the impact of service quality dimensions on behavioural intentions (Ismail, et al., 2017; Kumar, 2020), service quality and competitiveness, culture and perceived quality, and ethnicity and customer satisfaction (DeShields et al., 2005). However, there is a lack of research on students' perceptions of overall service quality in universities in Ethiopia. The growing concerns regarding the quality of service delivery in universities in developing countries necessitate a comprehensive examination of the current state of service delivery. Therefore, this study aims to assess the level of satisfaction among students with various dimensions of services, including teaching-learning/educational, library, ICT, food/lodging, recreational, and security.

Research questions

1. *To what extent were students satisfied with the delivery of various services?*

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2. *Was there a significant difference in the satisfaction of male and female students*

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regarding the overall delivery of services?

MATERIALS AND METHODS

Research Design

The quantitative research approach was employed to investigate the degree of contentment among students regarding the provision of services at Wollega University. The study employed a cross-sectional research design, which is advantageous in gathering data about a respondent's interests, beliefs, attitudes, opinions, and behaviours (Mills & Gay, 2019). Descriptive research aids in addressing inquiries concerning the individuals involved, the subject matter, the location, the timing, and how events occur; nevertheless, it does not elucidate causal relationships, wherein one variable influences another (Mills & Gay, 2019).

Population and Sample

According to the data obtained from the university registrar, in the academic year of 2021/22, there were 6369 (F = 2304, M = 4065) second-year and above undergraduate students at the main campus of Wollega University. From the indicated population, 529 (313 males and 216 females) were made to participate in the study. A

stratified random sampling technique was implemented to choose the participants from the fields of study of Business and Economics, Natural Science, Engineering, Social Sciences (Law, Education, and language), and Health Sciences. The sample size of the study was determined based on the suggestions of Gay et al. (2012). They indicated a sample of 400 to 500 is adequate to select from a population greater than 5000.

Measuring Instrument

The data of the study was gathered with the help of a questionnaire named Students' Satisfaction with Service Delivery. The questionnaire was developed based on the literature reviewed (Akpoiroro et al., 2015; Hoque, 2013; Hussain & Bhamani, 2012; Rahman et al., 2020). In the beginning, 56 items were developed. Fourteen items were cancelled for having a repetition of concepts on rechecking. The face and content validity of the questionnaire were examined in the stage of item development from the extensive review

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of the literature and by adopting changes and suggestions from various experts. Then, a questionnaire that consisted of a pool of 42 items was distributed to 100 students for a pilot study. After the data were collected and entered SPSS, the item-total score correlation was calculated. Ten items that had less than a .30 correlation with the total score were discarded. Then, the calculation of the reliability of Cronbach's Alpha for the 32 items that remained yielded a value of 0.82, which indicates that the reliability of the instrument is sufficient for use.

The questionnaire used for the final data collection had two parts. The first section was about the background of the respondents related to sex, field of study, and year of study. The second part was about students' level of satisfaction with service delivery of the library, education, food and accommodation, security, ICT and recreation, and sport. The final questionnaire used for the collection of data for the study consists of 32 items. The items in the survey provided participants with a range of response options to indicate their level of satisfaction. These response options were carefully selected to accurately capture a wide spectrum of satisfaction

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levels. The scale ranged from "very satisfying = 5" to "very dissatisfying = 1".

The procedure of data collection

The questionnaire of the study was distributed to samples with the help of five first-year post-graduate students of Developmental Psychology. The post-graduate students were made to participate in the collection of the data for the main purpose of increasing the students' experience of conducting research. The data collectors informed the precautions they should take on the distribution of the questionnaire. In this regard, the data collectors asked the participants about the study's willingness to respond to the questionnaire. Then, the questionnaire was distributed to the selected sample at the dormitory which helped the high return rate of the questionnaire as the data collectors were sharing accommodations at the university.

Method of data analysis

The returned questionnaires were visually scanned before the start of the entry of data. Incomplete survey responses were excluded in the creation of a data set. Data analysis was

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supported by SPSS version 25. Descriptive statistics of percentage, mean, and standard deviation were computed for background information and the level of student satisfaction with service delivery at Wollega University. Significances of differences were tested at Alpha 0.05.

RESULTS AND DISCUSSION

Results

Background of the respondents

This section of the questionnaire aimed to provide an overview of the demographic attributes of the participants involved in the

Sci. Technol. Arts Res. J., Oct.-Dec. 2022, 11(4), 58-73 study. Variables such as gender, academic discipline, and academic year were taken into account. The data gathered on the level of satisfaction among students regarding service delivery were examined using descriptive statistical methods, including frequencies, percentages, mean, and standard deviation. The findings of the respondents' background characteristics are presented in Table 1.

Six hundred fifty copies of the questionnaire were distributed to undergraduate students asking the respondents' field of study, year of education, and sex. Of the distributed copies, 537 (82.6%) which were complete in responses and appropriate for data analysis were included in this study.

Table 1

Characteristics of participants

Items	Category	Frequency	%
Sex	Male	313	59.2
	Female	216	40.8
Field of Study	Faculty of BE	117	22.1
	Natural Science	88	16.6
	Engineering	130	24.6
	Social Science	86	16.3
	Health	108	20.4
Year of Study	Second	148	28.0
	Third	232	43.9
	Fourth and above	149	28.2
	Total	529	100

Table 1 presents the characteristics of the respondents. While about 59.7% of the respondents were male, the remaining 40.3% were female. Of the total of 529 participants, 21.9%, 17.0%, 24.2%, 16.3%, and 20.6% were from the Faculty of Business and

Economics, Natural Science, Natural Science, Engineering, Social Science, and Health, respectively. The study also sought to ascertain the year of education of the respondents. Accordingly, 27.4%, 44.4%, and 28.0% of students were from the second year,

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the third year, and the fourth year, respectively. Therefore, the response rate on the background of students indicates that information obtained from the respondents could represent the diverse students' views on satisfaction with service delivery.

Level of satisfaction with service delivery

The satisfaction level of the undergraduate students with service delivery at Wollega University was measured in six areas of services, namely: Library, Educational, Accommodation and food, Safety and security, ICT, and Recreational. Satisfaction with service delivery was measured by a scale that consisted of thirty-two items. The scale measured the degree to which the respondents were satisfied, dissatisfied and neither satisfied nor dissatisfied with the service

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delivery. The response rates of the scale ranged from 1= very dissatisfied, 2= dissatisfied 3= neither satisfied nor dissatisfied, 4= satisfied, and 5 = very satisfied.

To delineate the level of satisfaction of students, the responses of very dissatisfied and dissatisfied were added together and analysed as the dissatisfaction category while the responses of satisfied and very satisfied were combined and treated as the satisfaction category. The remaining response category of neither dissatisfied nor satisfied was analysed as it was. The following table presents the mean score range of the response category for the measuring instrument that was used the Likert scale of five-point responses to determine the level of satisfaction of the respondents.

Table 2

Scoring range of the Likert scale of the survey

Category	Scale	Range
Very dissatisfied	1	1.00 - 1.79
Dissatisfied	2	1.80 - 2.59
Undecided	3	2.60 - 3.39
Satisfied	4	3.40 - 4.19
Very satisfied	5	4.20 - 5.00

Source: *Alkharusi, 2012; Çelik & Oral, 2016*

Table 2 served as a reference to determine the level of satisfaction of students with different and overall service delivery. Table 3 displays a summary of the participants' responses regarding the level of satisfaction among

students with the delivery of service. It is worth noting that 21.6% of the respondents expressed a degree of dissatisfaction, while 58.5% reported a degree of satisfaction with the library services provided. The remaining

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19.9% indicated that they neither felt dissatisfaction nor satisfaction with the library services. The composite mean for the satisfaction of library services ($M = 3.60$, $SD = 0.66$) suggests that the respondents were generally satisfied with the delivery of library services in the study area.

The provision of educational services was deemed unsatisfying by 26.2% of the student participants, while 42.2% found it satisfying. Approximately 21.6% of the respondents expressed either dissatisfaction or satisfaction with the educational service delivery. The composite mean for the service ($M = 3.04$, $SD = 0.79$) indicates that the students were neither

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dissatisfied nor satisfied with the delivery of educational services at Wollega University.

Regarding the food and accommodation services, a significant majority of 57.7% of the study participants expressed their dissatisfaction, categorizing it as either very dissatisfying or dissatisfying. Conversely, 26.6% of the respondents reported being satisfied or very satisfied with these services. The remaining 16.7% were uncertain about their level of satisfaction. Nevertheless, the composite mean ($M = 2.43$, $SD = 0.87$) substantiates the fact that the student respondents experienced dissatisfaction with the provision of food and accommodation services at their university.

Table 3

Level of satisfaction with different service delivery (N = 529)

Subscales	Dissatisfied		Unde.	Satisfied		M/SD	Evaluation
	VD (%)	D (%)	NSD (%)	S (%)	VS (%)		
Library Services	10.4	11.2	19.9	24.6	33.9	3.60/0.66	Satisfied
Educational Service	13.2	23.0	21.6	31.4	10.8	3.04/0.79	Undecided
Food and Accommodation Service	32.0	25.7	16.7	18.7	6.9	2.43/0.87	Dissatisfied
Safety and Security Service	11.91	19.2	24.9	33.1	11.0	3.12/0.79	Undecided
ICT Service	12.5	18.2	22.6	34.7	12.0	3.15/0.89	Undecided
Recreational Service	29.2	24.7	19.8	18.2	8.0	2.51/0.82	Dissatisfied
Total	18.5	20.4	20.6	26.4	14.1	2.97/0.45	Undecided

The safety and security delivery of service received negative evaluations from 31.1% of respondents, who found it either very dissatisfying or dissatisfying. On the other hand, 24.9% of respondents considered it either satisfying or very satisfying. The remaining 44.1% of respondents expressed

dissatisfaction with the service. The composite mean ($M = 3.12$, $SD = 0.79$) indicates that the student respondents did not have a clear stance of either dissatisfaction or satisfaction regarding the provision of safety and security at the university they were attending.

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In a similar vein, the assessment of ICT services at Wollega University was deemed either highly unsatisfying or unsatisfying by 30.7% of the individuals involved in the study, while 46.7% of respondents reported it as either satisfying or very satisfying. Conversely, 22.6% of student participants were unable to definitively classify the delivery of ICT services as either satisfying or unsatisfying. Nevertheless, the composite mean ($M = 3.15$, $SD = 0.89$) indicated that students' satisfaction level with the delivery of ICT services fell within a neutral range, neither satisfied nor dissatisfied.

According to the data presented in Table 3, it can be observed that 53.9% of the participants in the study reported experiencing a level of dissatisfaction (either very dissatisfied or dissatisfied) with the provision of recreational areas in their university. Additionally, approximately 26.2% of the respondents expressed a level of satisfaction (either satisfied or very satisfied) with the delivery of recreational areas. Furthermore, 19.8% of the participants indicated an undetermined level of satisfaction with the recreational service delivery. The composite mean ($M = 2.51$, $SD = 0.82$) provides further evidence that the student respondents were dissatisfied with the university's provision of recreational areas.

Table 4

Sex differences in satisfaction with the delivery of services

Sex	N	Mean	SD	t	df	Sig. (2-tailed)
Male	316	3.02	0.43	3.05	527	0.002
Female	213	2.90	0.46			

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In conclusion, the comprehensive assessment of the feedback provided by the participants reveals that 38.9% of them encountered discontentment, 40.5% expressed contentment, and 20.6% remained indifferent. The composite mean ($M = 2.97$, $SD = 0.45$) indicates that the student respondents were neither dissatisfied nor satisfied with the overall provision of services at Wollega University.

Differences in satisfaction with the delivery of services

Before analyzing the difference in satisfaction with the delivery of services between male and female respondents, assumptions for t-tests are checked. Accordingly, the data were collected from two randomly selected male and female independent groups. The normality of the data was checked by drawing a Q-Q plot which was observed approximately falling along a straight line. As the standard deviations in satisfaction with the delivery of services for the two groups indicate, the homogeneity of the variance is maintained. In addition, Leven's test for equivalences assumed ($t(527) = 1.31$, $p = 0.254$) confirms the assumption of equal variance. The test of sex differences in satisfaction with service delivery is presented in Table 4.

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Table 4 presents the results of the analysis examining the disparities in satisfaction with service delivery among male and female students. The independent t-test was employed to compare the levels of satisfaction between male (M = 3.02, SD = 0.43) and female (M = 2.90, SD = 0.46) students. The findings revealed a statistically significant difference ($t(527) = 3.05, p = 0.002$) in satisfaction levels between the two groups with males significantly higher in satisfaction with the service deliveries. The mean variation (mean difference = 0.12, 95% CI: 0.43 to 0.20) suggested an effect size that was deemed above minor ($\eta^2 = 0.02$).

DISCUSSION

The study's findings reveal how students who accessed the library were rated satisfactory. This signifies that the library in issue has gotten attention from students thanks to its outstanding service offerings. These findings align with past studies (Idiegbeyan-Ose & Esse, 2013; Kaushamalika & Weerakoon, 2020) that have revealed high levels of student satisfaction with library services.

However, a closer examination of specific issues with the measuring devices revealed that while students were generally content with the reference books available and the lighting and temperature control features of the library, they were uncertain about their satisfaction with the library's operating hours. It is vital to stress that, with the simple accessibility of reference materials on students' mobile devices, the availability of a great number of reference books may not be a significant problem for them. Instead, what students require is access to the internet and suitable study areas. Consequently, libraries

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need to remain open at all times to meet the needs of students.

In terms of educational service delivery, the average score on the scale (M = 3.04, SD = 0.79) suggests a neutral level of satisfaction. This indicates that many students were unable to clearly express their level of satisfaction with the educational service delivery. Consequently, the university should focus on enhancing certain aspects of the teaching and learning processes.

This finding aligns with Anhwere's (2020) research, which found that students had a moderate level of satisfaction with the quality of teaching and learning services. However, it contradicts the findings of Ewanlen (2022), whose study revealed that students in both public and private universities were generally highly satisfied with the academic service delivery of their lecturers.

Student satisfaction with educational service delivery is influenced by various factors. Effective teaching practices, such as clear communication, engaging instructional methods, and knowledgeable instructors, positively impact satisfaction (Hattie & Timperley, 2007). A positive learning environment fosters engagement, motivation, and a sense of belonging, leading to higher satisfaction (Alzahrani & Alghamdi, 2019). Flexibility in course offerings, regular feedback, prompt support services, and opportunities for group work, collaborative projects, and peer-to-peer learning enhance engagement, social integration, and interpersonal skills development (Elliott & Shin, 2002; Alves, et al., 2004; Kuh et al., 2008; Tinto, 1997).

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The study reveals students' dissatisfaction with food and accommodation services, with students citing unsatisfactory factors such as food quantity, quality, attitude of cafeteria workers, sufficiency of living rooms, sanitary facilities, and the beauty of dormitories. Sanitary facilities were the main area of dissatisfaction. This finding aligns with previous studies, which reported below-average satisfaction with on-campus cafeteria service (El-said & Fathy, 2015). The low budget per student for food and poorly constructed dormitories contribute to students' satisfaction with university services. Factors such as room safety, size, hostel security, and facilities are critical factors in predicting students' satisfaction with their accommodation (Elliott & Shin, 2002; Khozei et al., 2010; Navarez (2017). The study also highlights the need for prompt and effective support services to enhance students' satisfaction with the learning process, personal development, and academic success. Opportunities for group work, collaborative projects, and peer-to-peer learning also contribute to engagement and interpersonal skill development (Kuh et al., 2008; Tinto, 1997).

The level of satisfaction of students with the service delivery of safety and security was found to be neither satisfaction nor dissatisfaction. Nevertheless, this result is better compared to Çelik and Akyo (2015) who reported the dissatisfaction of students with many services though it needs to increase the security issue of the universities.

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Concerning the recreational services delivered, in the present study, the students reported dissatisfaction. In the previous studies, while Çelik and Akyo (2015) declared dissatisfaction, Rahmann et al. (2020) claimed that recreational service delivery significantly contributed to the satisfaction level of students with service delivery. A similar study (Arslan & Altinbas-Akkas, 2014) also reported the dissatisfaction of students with service delivery and underlined the significance of improving the facilities on campus environment and student retention. Thus universities are expected to give attention to such services.

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The overall average score from the evaluation of the measurement instrument used in the study indicates that the students have expressed an undetermined level of satisfaction concerning the delivery of services at Wollega University. This implies that many students reported both satisfaction and dissatisfaction regarding the delivery of services at the university, highlighting the need for close attention from the university management to maintain satisfaction and address dissatisfaction. To address this concern, some previous studies have indicated that students have expressed dissatisfaction regarding university services (Akpoh, 2018; Lodesso et al., 2018). Contrary to this, a recent study conducted at Dire Dewa University found that students were satisfied with the services offered by the university (Daniel et al., 2017).

Male students in this survey reported being more satisfied with service delivery than female students, indicating a substantial gender difference in satisfaction. This outcome is in line with past research (Akpoiroro, 2015), which found notable disparities in male and female students' satisfaction levels with the services they received. Additionally, a 2021 study by Rumi et al. revealed a significant difference in the way male and female students judged the quality of the services they received. Moreover, the present study substantiates previous research carried out in Ethiopia, which exhibited gender-related discrepancies in the level of satisfaction with service delivery.

CONCLUSIONS

Based on the report, the library services were positively received by the students, indicating that the library successfully fulfilled the

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students' requirements and anticipations concerning resources, availability, and assistance. Positive comments on library services imply that students think they are helpful in their academic endeavours.

According to the survey, the students were not satisfied with the food or lodging options offered. This raises the possibility that there are problems with the standards, selection, or accessibility of food options on campus. However, discontent with lodging services may indicate faults with amenities, upkeep, or inadequate facilities. These results highlight the areas in which student experience needs to be enhanced. Additionally, the survey revealed that students were dissatisfied with their recreational offerings. This implies that there can be issues with the variety of activities available, how easily accessible they are, or the overall experience they offer. Students may believe that leisure options are not sufficiently suited to their tastes or areas of interest.

According to the report, when it comes to their level of satisfaction with ICT and recreational and educational services, students are ambivalent. They did not express any happiness or discontent, which could indicate that these services fulfil their needs on a basic level, but do not go above and beyond. Additionally, it is possible that students are not completely aware of or using these services. Female students had a greater level of satisfaction with the service delivery.

Female students typically show higher levels of satisfaction with service delivery than male students. Psychological elements, particularly women's higher levels of empathy and emotional intelligence, may be

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responsible for this finding. These characteristics might make it easier to recognize and value the work of service providers, which would ultimately raise customer satisfaction levels.

In conclusion, research to date has revealed that there are gender disparities in satisfaction with service delivery. By being aware of these disparities, institutions can adjust their curricula according to the requirements and interests of both male and female students.

Recommendations

1. To raise student satisfaction with the provision of services at Wollega University's main campus, the following suggestions are offered:
2. The management is recommended to invest in creating attractive classrooms that are equipped with the necessary amenities. This will contribute to creating an inclusive academic environment and improving the overall quality of education offered by the institution.
3. According to the findings of this study, students' express dissatisfaction with the quality of the food and accommodation services offered by the university. In light of the considerable rise in prices, the government must allocate additional funding to enhance cafeteria services. Moreover, the institution should prioritize the modernization and refurbishment of residence halls, ensuring an adequate provision of essential amenities,

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including accessible and well-maintained bathroom facilities for the convenience of the students.

4. It is highly beneficial for university students to be granted access to sports facilities and equipment along with opportunities to engage in recreational sports. Consequently, universities are strongly advised to improve the accessibility of sports facilities and guarantee ample provision of sporting equipment. Moreover, organizing regular recreational events on campus, at least twice per semester, would serve as an exceptional means of catering to the recreational requirements and preferences of students.
5. To fortify campus security, it is crucial for institutions to proactively pursue enhancements in the campus law enforcement system. By implementing proper measures and employing effective strategies, the institution can establish a safer environment for the staff, faculty, and students.
6. Currently, students rely significantly on technology to meet their educational needs. As a result, universities must ensure the availability of a sufficient quantity of computers and reliable Internet access to cater to these demands. Moreover, universities must prioritize the maintenance and repair of existing computer systems to ensure seamless and efficient operation.
7. To gain a holistic understanding of the satisfaction level within the university

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community, it is recommended that future research encompass students from all campuses, as well as teaching and supportive staff members who significantly contribute to the University experience. By incorporating a wide range of perspectives, this study offers a more accurate and comprehensive portrayal of a community's satisfaction level.

ACKNOWLEDGMENTS

We thank Wollega University, for financing the study.

DECLARATION

The authors declare that they have no conflicts of interest.

DATA AVAILABILITY STATEMENT

All data are available from the corresponding author upon request.

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