

making use of the 5 SERQUAL dimension, it was concluded that empathy, responsiveness, assurance and appearance are respectively, the four most important determinants of quality service in these institutions. Surprisingly, it was discovered that a statistical significant and negative relationship exists between the dimension of reliability and overall service quality. Also, Naidoo focused on the South African higher educational institutions by examining the perception of both academic and support staff in regards to the nature of service quality that is being obtained in these institutions [29]. From their finding, it was discovered that while these staff concurred that service quality is below average in these institutions, they also averred that efforts must be made to upgrade in reliability, tangibility, empathy, assurance and responsiveness to students. From a similar study that was conducted by Lodesso [30]. The objective of this study was to evaluate the satisfaction of Ethiopian students with the services on offer in selected Ethiopian universities. From this particular study, it was discovered that majority of the students have a below average satisfaction in all the five dimensions of service quality that were highlighted (empathy, responsiveness, reliability, assurance and tangibles). Hence, it was put forward that efforts should be made to deploy the relevant resources that could aid in the enhancement of all these dimensions. Furthermore, Asim focused on the post graduates students in Maldives higher educational institutions [31]. Their objective was to determine if there is a relationship between student's expectation and perception of service quality in these institutions. From the responses obtained from 72 students, it was concluded that service expectations, in all five dimensions of quality (responsiveness, reliability, empathy, assurance and tangible) indeed has a positive and significant impact on perception. The implication of this finding is that the management of this institution is putting in efforts to ensure that relevant infrastructures are consistently put in place to ensure that service offerings are in line with the requirements imposed by students.

Theoretical Consideration

In a bid to provide a concrete theoretical background for this study, we employ the theory of service quality by Parasuraman, Zeithaml, and Berry to argue that the customer versus organizational gaps (differences in customer expectation and organizational offering) constitutes an impediment to quality service delivery in Higher Educational Institutions [10]. Also, it is expected that such impediment can be altered by having an in-depth understanding of these students in terms of their perception regarding quality service specifications (what is needed) in relation to the extent to which it is being provided by the institutions. The main tenet upon which this theory lies is that the intangibility nature of services may make it difficult to understand how consumers perceive services and services quality thereby making it difficult to reconcile between customer's expectation and organizations perception of quality service [20]. The five gaps, which may promote difficulty in this reconciliation,

were originally identified by Parasuraman and later extended to seven by Curry and Luk [10,32,33]. They are highlighted below.

Difference between consumer expectations and management perceptions of consumer expectations

This usually takes place as a result of management's inability in having a clear understanding of customer's expectation and what is perceived as quality service from the perspective of the customers. As reasoned by this theory, a decrease in this gap would tend to lead to an increase in the service quality rendered. Thus, it can be inferred that if tertiary educational institutions strives to maintain better connectivity to their students, while using the acquired knowledge from such connectivity as a framework to guide service quality management programs, it is likely that such gesture would lead to improved service quality.

Difference between management perceptions of consumer expectation and service quality

Here an emphasis is placed on management perceptions of customer's expectations and the translation of these perceptions into service quality. Thus, while the organization may have a clear understanding of what constitute quality from the perspective of the customers, the ability to mobilize the necessary organizational resources that is required for translating this knowledge into reality forms an important point of focus in minimizing this gap and improving service quality. By implying from this proposition, we contend that having knowledge of the basic service requirements of students in tertiary institution would not translate into improved services delivery in the absence of necessary infrastructures both tangibles and intangibles that is required for achieving such feat.

Difference between service quality specifications and the service actually delivered

In the opinion of Parasuraman this gap is created as a result of the disparity that may exist between the quality standard set by the management and what is actually delivered [10]. Thus organizations could close the service quality gap by focusing on the reconciliation of the difference between what is promised and what is actually delivered [20]. The theoretical implication here is that the quality rating of tertiary educational institutions may likely diminish if in contrary to promises made to students during their matriculation ceremony, they end up spending more than the stipulated number of years that is required for graduation due to incessant strikes in addition to unrest associated with Nigerian Higher Educational System.

Difference between service quality delivery and what is communicated about the service to consumer

As pointed by Parasuraman this gap comes into existence as a result of management inability to properly communicate the quality of their product/services to customers [10]. The

assumption here is that an effective communication in this regard will aid in the facilitation of consumer’s feedback, which will consequently help in reducing the quality gap. Thus, Higher Educational Institutions are likely to derive more benefits from service quality management activities if they focus on acquiring relevant services related feedback from the students and making use of such in developing subsequent offerings.

The discrepancy between customer expectations and their perceptions of the service delivered

This is as a result of the influences exerted from the customer side and the shortfalls (gaps) on the part of the service provider [34]. In this case, customer expectations are influenced by the extent of personal needs, word of mouth recommendations and past service experiences. Thus, reducing this gap may require of Higher Educational Institutions to engage in social-psychological, economic and cultural profiling of both existing and potential student markets to identify their core personal needs, in order to use this as a basis of designing services for offering. Also, efforts could be initiated to ensure that the marketing information disseminated regarding services attributes is an actual reflection of what is in offering in order to avoid an overlap that may arise as a result of discrepancies between actual quality and perceived quality.

The discrepancy between customer expectations and employees’ perceptions

According to Luk this is as a result of the differences in the understanding of customer expectations by front-line service providers [33]. Thus whenever the customer care officials or other front-desk personnel in tertiary educational system fails in their bid to have clear understanding of what is expected by the students in terms of quality services, such services offering is bound to fail in terms of quality. For instance, training and retraining of these personnel may likely serve as a remedy to this situation.

The discrepancy between employee’s perceptions and

management perceptions

According to Shahin this is as a result of the differences in the understanding of customer expectations between managers and service [34]. As such, management of Higher Educational Institutions must be aware of the importance of feedback from front-desk officials while these feedbacks must be incorporated as a framework for the initiation and implementation of operational policies. Below is a figure showing the service quality model by Parasuraman and later extended by Curry and Luk (Figure 1) [10,32,33].

Research Questions

- I. What is the perception of students regarding the quality of teaching facilities/learning environment in Nigerian tertiary educational institutions?
- II. What is the perception of students regarding the quality of hostel infrastructure in Nigerian tertiary educational institutions?
- III. What is the perception of students regarding the quality of general University environment in Nigerian tertiary educational institutions?
- IV. What is the perception of students regarding the quality of general University environment in Nigerian tertiary educational institutions?
- V. What is the perception of students regarding the quality of university management in Nigerian tertiary educational institutions?

Conceptual Framework

In the conceptual framework for this study, the perception of students concerning overall service quality in higher educational institutions is assumed to be determined by the combination of quality of lecturers, teaching facilities/ learning environment, hostel infrastructures, non-teaching staff, general university environment, and the university management (Figure 2).

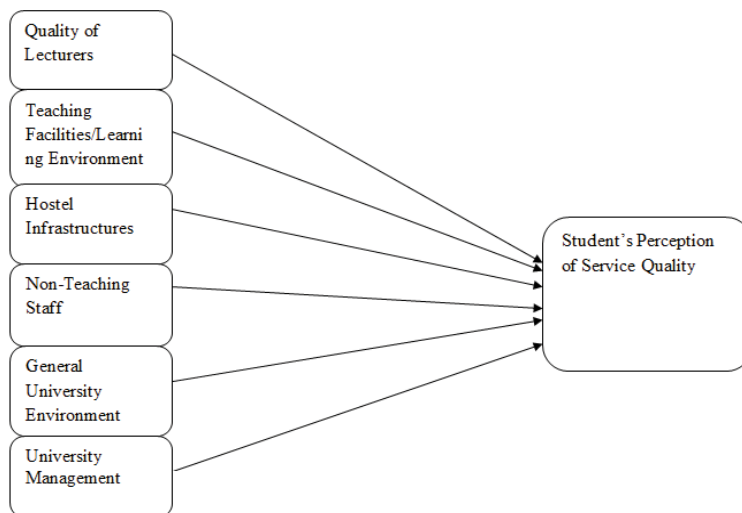


Figure 2. Conceptual Framework showing factors contributing to Service Quality in Nigerian Higher Educational Institutions of Learning.

Methodology

Data collection

This study was carried out in two higher institutions of learning that are situated in North-Western Nigeria, between September 2017 and July, 2018. The population of the study is 429 students who are in their final year in two higher educational institutions in Nigeria: Ahmadu Bello University, Zaria and Bayero University, Kano. By making use of the formula for sampling size technique advanced by the work of Zikmund a total of 291 students was calculated and they were subsequently adopted as the sample for the study [22]. Furthermore, the proportionate stratified sampling technique, which assures precision and thoroughness was employed in picking 99 students from Ahmadu Bello University Zaria and 192 students from Bayero University, Kano. Finally, these students were conveniently selected to participate in the research as a result of the need to achieve a high response rate, while at the same time ensuring that the research is completed within a reasonable period of time, and within the framework of available resources [22]. Furthermore, a self-developed, self-administered questionnaire, that focused on demographic characteristics: age, marital status, gender and the perception of students on six tertiary educational infrastructural indices (quality of lecturers: 9 items, teaching facilities/learning environment: 5 items, hostel infrastructures: 6 items, non-teaching staff: 6 items, general university environment: 6 items, and university management: 4 items) was employed in eliciting responses from the students after ensuring that they are modified to be in line with what is considered by Parasaraman as universal and fundamental in the measurement of quality service [10].

Concerning the analysis of data, the descriptive statistics which provide descriptive information (mean, median, standard deviation and frequency distribution) on a set of data was utilized to provide information on demographic statistics, and the frequency of response to the six indicators of service quality while the inferential statistics, more specifically, the one sample t-test, which tests the difference between a sample mean and a known or hypothesized value, while also allowing one to specify the level of confidence for the difference was used in determining if the mean scores obtained by respondents in these indicators is such that its significantly higher than the hypothesized value, which is the median of the highest possible score obtainable [35,36]. All items in the questionnaire were provided in a close ended format in which respondents rated their perception on a 5-point Likert scale ranging from 1= strongly disagree to 5 = strongly agree.

Results and Discussions

First, out of the total number of one hundred and ninety one (291) questionnaires retrieved, a total of 11 were found to be incomplete thereby rendering them un-usable for statistical analysis. Consequently, these copies were discarded leaving

a total number of two hundred and eighty (280) which were included in the analysis. Data analysis revealed that 200 students or 71.4% are between 18 and 25 years old, another 74 or 26.4% are between the ages of 26 and 35 years, 2 or .7% are within the age range of 36 and 45 years, 1 or .4% student was found to be within the age range of 46 and 55 years, while a total of 3 or 1.1% students are 56 years and above. Concerning the gender identity of the students, a total of 155 or 55.4% are males while the remaining 125 or 44.6% are females which indicate that respondents are fairly represented based on gender composition. Furthermore, our analysis revealed that while a total number of 230 students or 82.1% are single, another total number of 46 or 16.4% are married while 4 or 1.4% are separated from their spouse.

Descriptive Statistics

Based on the observation by Zikmund, the descriptive statistics is usually employed to give summary description of scale variables and to identify unusual cases across the variables [22]. The descriptive statistic for the six service quality factors in this study are presented in Table 1 below.

As shown in Table 1 above, the highest average mean score on perception regarding service quality across respondents is 3.4031. This score is being derived from the items that measure the ability of lecturers in the delivery of this quality. Also, it is closely followed by non-teaching staff, university management, overall university environment, teaching/ learning facilities, and hostel infrastructures respectively.

One sample T-test of difference

To test for any significant difference between the sample mean scores on perception of service quality, and the test values, which is the median of the highest possible score by respondents in each of the service quality indicators, the one sample t-test was carried out. The results of this test are displayed below in Table 2.

As can be observed in Table 2 above the confidence intervals for all the items measuring the perception of quality service delivery among lecturers are all lying well above the value of zero, and significant at the 95% confidence level which is an indication that the mean scores for students who agree that lecturers offer quality service delivery in the nine key areas of quality indicators are significantly higher than those who disagree with these statement [37]. Put in another way, the students in this study are of the opinion that lecturers are significantly above average in quality service delivery in these institutions (Table 3).

Similarly, with the exception of item (5) that seeks to determine if the toilets attached to classrooms are standard and properly kept, the confidence intervals for the items measuring student's perception of service quality in respect to teaching facilities/learning environment are all lying well above the value of zero, and significant at the 95% confidence. Thus, while students are well above average in the perception that classrooms are well ventilated, spacious, well kept, and

Table 1. Descriptive Statistics of service quality indicators.

Variables	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
Lecturers	280	1	5	3.4031	1.02790	-1.831	0.03855
Teaching Learning Facilities	280	1	5	2.8150	1.22786	0.1362	-0.912
Hostel Infra	280	1	5	2.6762	1.22908	0.1573	-0.8681
Non-Teaching Staff	280	1	5	3.2208	1.05997	-0.3411	-0.5061
University Environment	280	1	5	3.0878	1.1582	-0.2254	-0.8036
University Management	280	1	5	3.1794	1.1060	-0.382	-0.638

Computed From Field Survey Data, 2018

Table 2. One sample T-test of the perception of service quality delivery among Lecturers.

Items	t	df	sig. (2-tailed)	Mean Difference	95% Confidence interval of the Difference	
					Lower	Upper
Item 1	20.019	279	0	1.15357	1.0401	1.267
Item 2	19.732	279	0	1.19643	1.0771	1.3158
Item 3	25.58	279	0	1.45714	1.345	1.5693
Item 4	21.303	279	0	1.45714	1.3225	1.5918
Item 5	6.226	279	0	0.41429	0.2833	0.5453
Item 6	11.358	279	0	0.73929	0.6112	0.8674
Item 7	4.707	279	0	0.32500	0.1891	0.4609
Item 8	15.112	279	0	0.88571	0.7703	1.0011
Item 9	7.226	279	0	0.50000	0.3638	0.6362

Computed From Field Survey Data, 2018

Table 3. One sample T-test of the perception of service quality for teaching facilities/learning Environment (Test Value =2.5).

Items	t	df	sig. (2-tailed)	Mean Difference	95% Confidence interval of the Difference	
					Lower	Upper
Item 1	5.081	279	0	0.40714	0.2494	0.5649
Item 2	12.103	279	0	0.81786	0.6848	0.9509
Item 3	4.773	279	0	0.34286	0.2015	0.4843
Item 4	2.990	279	0.003	0.21786	0.0744	0.3613
Item 5	-2.828	279	0.005	-0.21071	-0.3574	-0.0641

Computed From Field Survey Data, 2018

Table 4. One sample T-test of the perception of service quality for Hostel infrastructures (Test Value =2.5).

Items	t	df	sig. (2-tailed)	Mean Difference	95% Confidence interval of the Difference	
					Lower	Upper
Item 1	-3.198	279	0.002	-23571	-0.3808	-0.0906
Item 2	-2.511	279	0.013	-0.17857	-0.3186	-0.0386
Item 3	-3.077	279	0.002	-0.22500	-0.3690	-0.0810
Item 4	10.965	279	0	0.78571	0.6447	0.9268
Item 5	9.766	279	0	0.76786	0.6131	0.9226
Item 6	1.971	279	0.05	0.14286	0.0002	0.2855

Computed From Field Survey Data, 2018

well lighted, they are however of the perception that the toilets in the class rooms does not meet the acceptable standard and cleanliness (Table 4).

Based on the output of the analysis displayed in Table 4 above, it is clearly shown that the confidence intervals of items 1, 2, and 3 are lying entirely below 0.0 which is an indication that the mean scores for respondents in these items are significantly below the median of the highest possible score that can be obtained by a respondent. In other words, the respondents are of the view that hostel infrastructures quality attributes such as efficient room ventilation, clean and tidy

toilet environment and stable water supply are below average in terms of service quality. Contrastingly, the confidence intervals for items 4, 5, and 6 are well above 0.0, meaning that the average score for these items is significantly higher than the median of the highest possible score for the items. Thus, it may be concluded here, that based on the perception of respondents; there is adequate supply of electricity, adequate and efficient security system, and adequate recreation facilities (Table 5).

Furthermore, as can be observed in Table 5 above, the confidence intervals for all the items measuring the perception

of quality service being rendered by the non-teaching staff of the universities are all lying well above the value of zero, and significant at the 95% confidence level which indicate that the mean scores for students who agree that these staff offer quality service in the 6 areas of quality indices are significantly higher than those who disagree (Table 6).

The one- sample t-test of student’s perception of service quality in the general environment of their universities is displayed in Table 6 above. As clearly shown by this table, the confidence intervals for all the 5 items utilized in measuring this construct are above the value of zero, and significant at the 95% confidence level. This is an indication that the mean scores by respondents in each of the items are significantly higher than the median of the highest possible score obtainable (Table 7).

Finally, as can also be observed in Table 7 above, the students in this study are of the opinion that the management of these schools are significantly above average in meeting the criteria of quality regarding issues dealing with formulating and implementing fair policies, responsiveness to students complains, and concern for enforcement of rules and regulations.

Discussion of Findings

This study investigated the perception of service quality in two major Nigerian higher educational institutions. Six major

factors: service delivery by lecturers, teaching facilities/ learning environment, hostel infrastructures, service delivery by non-teaching staff, the general university environment, and the delivery of service by university management were highlighted and used as a basis for assessing the perception of students regarding service quality. With the exception of hostel infrastructures, and the toilets in the classrooms, the students are of the perception that the service rendered by these factors meets and surpasses what could be classified as an acceptable level of quality service. This finding is in absolute contrast with the findings by Bose where it was clearly shown by students of selected higher institutions of learning in South-Western Nigeria that the service quality encountered from lecturers significantly falls below expectation [38]. Our finding is also a clear departure from the observation by Anasi, Babarinde, Ekundayo who altogether agreed that Nigerian higher educational institutions are characterized by low quality and low efficiency as a result of lack of sufficient funding from the government [39-41].

In other geographical locations, it also shares similarities with Naidoo, and Lodesso where the perception of service quality among students was found to be significantly below average [29,30]. Nevertheless, our findings share similarity with the work of Diedericks who found that majority of students in South African Universities are of the view that quality services are rendered in all areas of university activities [6].

Table 5. One sample T-test of the perception of service quality for Non-Teaching staff (Test Value=2.5).

Items	t	df	sig. (2-tailed)	Mean Difference	95% Confidence interval of the Difference	
					Lower	Upper
Item 1	8.251	279	0	0.575	0.4378	0.7122
Item 2	12.305	279	0	0.7	0.588	0.812
Item 3	8.413	279	0	0.55357	0.4241	0.6831
Item 4	11.889	279	0	0.72857	0.6079	0.8492
Item 5	11.996	279	0	0.78571	0.6568	0.9146
Item 6	16.122	279	0	0.98214	0.8622	1.1021

Computed From Field Survey Data, 2018

Table 6. One sample T-test of the perception of service quality for University Environment (Test Value=2.5).

Items	t	df	sig. (2-tailed)	Mean Difference	95% Confidence interval of the Difference	
					Lower	Upper
Item 1	10.987	279	0	0.77857	0.6391	0.9181
Item 2	9.136	279	0	0.575	0.4511	0.6989
Item 3	6.433	279	0	0.44643	.3098	.5830
Item 4	9.295	279	0	0.63929	0.5039	0.7747
Item 5	6.835	279	0	0.50000	0.356	0.644

Computed From Field Survey Data, 2018

Table 7. One sample T-test of the perception of service quality for University Management (Test Value=2.5).

Items	t	df	sig. (2-tailed)	Mean Difference	95% Confidence interval of the Difference	
					Lower	Upper
Item 1	10.951	279	0	0.71786	0.5888	0.8469
Item 2	5.471	279	0	0.38571	0.2469	0.5245
Item 3	21.195	279	0	1.18929	1.0788	1.2997
Item 4	5.885	279	0	0.42500	0.2828	0.5672

Computed From Field Survey Data, 2018

It is also in consonance with the findings of Asim and Kumar where the service quality among post graduate students in Maldives is found to be fairly satisfactory [31]. Undoubtedly, the findings in this study have shown that the evaluation of the term “quality service” is subjective in nature and depends on the social, cultural, psychological and mental interpretation of individuals who are made to carry out the evaluation. These findings have provided some measure of support for the theory of interpretivism epistemology which argues that it is inappropriate to reduce human activities to mere objectivity and that as social actors; they are likely to attach different interpretation to a phenomenon across different situations [42]. This suggests that it is possible that if some of the factors that are identified to have met and surpassed expectations in this study are presented to individuals in differing cultural/geographical settings, they may be deemed as otherwise by these individuals. In other words, the perceptual evaluation of quality does not occur in a vacuum but must encompass the social, psychological, and cultural dynamism that may aid in defining what is classified as satisfactory by various stakeholders [43-46]. All in all, this study contributes to the literature of service quality by making use of a comprehensive approach, involving all the distinct characteristics of higher educational institutions in assessing the perception of service quality and thus, serves as a consolidation to previous studies.

Conclusion

From the discussion put forward, it is obvious that in most cases, the students in this study are of a significant and positive perception regarding the services that are offered in their respective institutions. Of note in this regard are the demonstrations and appearance put up by the lecturers, the courtesy, competence and reliability of the non-teaching staff, the responsiveness and credibility of the university management, and the tangibles that are obtainable in the general university environment: Recreation/sporting facilities, catering, health and transportation services, and academic library resources. On the contrary, it seems that other tangibles such as hostel facilities and class room facilities are still well below average in meeting up with the requirements of the students in terms of what could be classified as an acceptable level of quality. This is a clear indication that more efforts and deliberations are still needed in these areas.

Recommendations

1. There is need for university management to continue focus in ensuring that lecturers who are capable of meeting the requirements of interpersonal competencies, multi-cultural competencies, intellectual competencies and physical attractiveness are recruited to act as class room facilitators.
2. The university management should continue in placing emphasis on improving the standard of services in its health care facilities, transportation facilities, hospitality and catering facilities and academic library resources.

3. There is need to focus more attention on physical infrastructures such as classrooms and hostels. In this regard, efforts should be made to improve the cleanliness of toilets in classrooms, hostels, and also to reduce the number of students per rooms, in addition to ensuring there is improved adequate supply of water.

4. Overall, it must be noted that what constitutes the term, “quality service” is best conceptualized from the perspective of service users. Hence, university management should engage in a periodic opinion assessment among students with a view to identifying their areas of need, and the required standard for these needs, while also using this as a basis of implementing strategies for developing quality service offering.

5. Lastly, all university employees who are required to have regular interactions with should be made to undergo periodic training and retraining exercise to equip them with the skills required to satisfy the assumption of interpersonal service quality.

Limitations

This study should be considered in light of several important limitations. First, the study would have benefitted from the inclusion of students from universities in other geopolitical regions of the country. This is in view of the potential influence that cultural difference may play in what is classified as an acceptable level of service quality. Second, as only final year undergraduate students were included in this study, it would have also benefitted from the inclusion of students from the junior classes such as those in level 1, 2, 3. Additionally, the convenience sampling method employed in picking the primary sampling units in this study partially limits its generalization, and the hierarchy of evidence associated with its results. Hence, potential researchers are invited to employ a more rigorous sampling technique for the enhancement of more external validity.

References

1. Yusuf MA, Afolabi FO, Oyetayo MO. Professionalization of teaching through functional teacher education in Nigeria. *Euro Sci J.* 2014;10(4):107-118.
2. Adagye DI. Effective working capital management and the profitability of quoted Banks in Nigeria. *Euro J Acc Aud Fin Res.* 2015;3:97-107.
3. Odionye, Eunice A. The role of tertiary education in human resource development. *J Edu Pra.* 2014;5:35.
4. Asiyai RI. Challenges of quality in higher education in Nigeria in the 21st Century. *International J Edu Plan Admi.* 2013;3(2):159-172.
5. Federal Ministry of Education. National policy on education. Lagos: Education research and development council. 2004.
6. Diedericks R. Students’ perceptions of service quality at

- two South African higher education institutions 2012.
7. Iro-Idoro CB. Student's perception of service quality encountered and their future enrichment: Implication for academic quality assurance in Nigeria Polytechnics. *International Review of Management and Business Research*. 2014;3(2):929-37.
 8. Ogundimu E. The perceptions of students and Faculty on the potential impact of university-industry collaborations on quality assurance in two Nigerian-Publicly supported universities 2016.
 9. Nkiruka ER, Olarenwaju AK. Dimensions of service quality encountered by students on sustainability of higher education in Nigeria. *Developing Country Studies*. 2014;4(6):147-154.
 10. Parasuraman A, Zeithaml VA, Berry LL. A conceptual model of service quality and its implication. *Journal of Marketing*. 1985;49:41-50.
 11. Parasuraman A, Zeithaml VA, Berry LL. Servqual: A multi-item scale for measuring consumer perceptions of the service quality. *Journal of Retailing*. 1988;64(1):12-40.
 12. Dambazau A. Education, security and national development: The case of Nigeria. Ibadan University Press, Publishing House. 2015.
 13. Gigerich L. The impact of higher education on economic development. 2011.
 14. Gardner D, Davies M. A new academic vocabulary list. *Applied linguistics*. 2013;35:124.
 15. Harrison LE, Huntington SP. Culture matters. The Harvard symposium on culture and economic development. 2000;9:3.
 16. Peretomode VF. Introduction to the teaching profession in Nigeria. Owerri: Totan Publishers. 2007.
 17. Du Brin AJ. Fundamental of organization behavior: An applied approach. Cincinnati: south west college publishing. 1979.
 18. Newman K. Interrogating servqual: A critical assessment of service quality measurement in a high street retail bank". *International Journal of Bank Marketing*. 2001;19(3):126-139.
 19. Buzzell, Robert D, Bradley TG. The PIMS Principles: New York: The Free Press 1987.
 20. Ajao OS. Repositioning for quality services delivery in tertiary institutions: The role of accountants. *African Research Review*. 2010;4(2):335-354.
 21. Zeithaml VA, Bitner MJ, Gremler DD. Service marketing: Integrating customer focus across the firm (4th ed.). New York 2006.
 22. Zikmund WG. Sampling designs and sampling procedures: Business research methods, Ohio, South-Western 2005.
 23. Aluko M, Odugbesan O, Gbadamosi G, et al. Business Policy and Strategy. (3rded), Nigeria: Longman. 1998.
 24. Iddrisu MA, Nooni IK, Fianko SK, et al. Assessing the impact of service quality on customer loyalty: A case study of the cellular industry of Ghana. *British Journal of Marketing Studies*. 2015;3:15-30.
 25. Anim SK, Mensah J. Service quality in higher education: A comparative study in tertiary institutions in sub Saharan Africa. *Global Journal of Educational Studies*. 2015;1(2):24-29.
 26. Sultan P, Wong HY. Service quality in higher education- a review and research agenda. *International Journal of Quality and Service Sciences*. 2010;2(2):259-272.
 27. Angell RJ, Heffernan TW, Megicks P. Service quality in postgraduate education. *Quality Assurance in Education*. 2008;16(3):236-254.
 28. Joseph M, Joseph B. Service quality in education: A student perspective. *Quality Assurance in Education*. 1997;5(1):15-21.
 29. Naidoo V, Mutinta G. An investigation into service quality delivery at the university of KwaZulu-Natal. *J Soc Sci*. 2014;38(3):219-229.
 30. Lodesso SL, van Niekerk EJ, Jansen CA, et al. Student satisfaction regarding service quality at Ethiopian public higher education institutions: A case study. *Journal of Student Affairs in Africa*. 2018;6(2):51-64.
 31. Asim A, Kumar N. Service quality in higher education: expectation and perception of students. *Asian Journal of Contemporary Education*. 2018;2(2):70-83.
 32. Curry A. Innovation in public service management. *Managing Service Quality*. 1999;9(3).
 33. Luk STK, Layton R. Perception gaps in customer expectations: Managers versus service providers and customers. *The Service Industries Journal*. 2002;22(2):109-128.
 34. Sahin A. Servqual and model of service quality gaps: A framework for determining and prioritizing critical factors in delivering quality services 2006.
 35. Sekaran U. Research Methods for Business. New York, John Wiley and Sons 2008.
 36. Norusis M. SPSS 13.0 Guide to Data Analysis. Upper Saddle-River, N.J.: Prentice Hall, Inc. 2004.
 37. Hayes WL. Statistics, 3rd ed. New York: Holt, Rinehart, and Winston. 1981.
 38. Bose I, Olarenwaju AK, Ige OJ. Student's perception of service quality encountered and their future enrichment: Implication for academic quality assurance in Nigeria Polytechnics. *International Review of Management and Business Research*. 2014;3:929-937.
 39. Anasi SNI. Digital libraries and higher education in Nigeria in 21st century. *Desidoc Journal of Library & Information Technology*. 2012;32(4):353-357.

40. Babarinde K. Evolution, development, challenges and prospects of Nigeria. Higher education system (NHES) 2012.
41. Ekundayo HT, Ajayi IA. Towards effective management of university education in Nigeria. International NGO Journal. 2009;4(8):342-347.
42. Guba EG, Lincoln YS. Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), Handbook of qualitative research (pp: 105-117). Thousand Oaks, CA: Sage. 1994
43. World Bank. Improving tertiary education in Sub-Saharan Africa: Things that work. Report of a regional training conference, Accra, Ghana. 2004.
44. NBC. National core welfare indicator survey. Study documentation 2006.
45. Olatunji L. Statistics: Application in the social sciences. Kaycee Publisher, Ado Ekiti. 2004.
46. <http://www.oecd.org/>

***Correspondence to:**

Adewale A Adekiya
Department of Business Administration and Entrepreneurship
Bayero University, Kano
Nigeria
Tel: +2348169231070
E-mail: wallacetoks@yahoo.com