

Assessment of Students' Satisfaction: A Case Study of Harar Health Science College, Eastern Ethiopia

Zelalem Bekele^{1,*}, Abdusamed Mohammed¹, Furo Beshir²

¹Department of Nursing and Midwifery, Harar Health Sciences College, Harar, Ethiopia

²Department of Medical Laboratory Sciences, Harar Health Sciences College, Harar, Ethiopia

Email address:

bekelezelalem83@gmail.com (Z. Bekele), zjaalaa@gmail.com (A. Mohammed), nebi.furo@gmail.com (F. Beshir)

*Corresponding author

To cite this article:

Zelalem Bekele, Abdusamed Mohammed, Furo Beshir. Assessment of Students' satisfaction: A Case Study of Harar Health Science College, Eastern Ethiopia. *Science Journal of Education*. Vol. 10, No. 2, 2022, pp. 58-63. doi: 10.11648/j.sjedu.20221002.12

Received: February 21, 2022; **Accepted:** March 24, 2022; **Published:** April 8, 2022

Abstract: Background: College and University in the modern world are expected to seek and cultivate new knowledge, provide the right kind of leadership and strive to promote equality and social justice. Objective: The aim of this study was to investigate the satisfaction level of undergraduate students enrolled in regular program of Harar Health Science College and there by understand Harar Health Science College level of service quality perceived by the students. Methodology: A descriptive cross-sectional study was conducted among 384 students of the college. The participants were selected using stratified random sampling technique. The data were collected through self-administered structured questionnaire. The data entry was done by Epi-data version 3.1 and analyzed by SPSS version 21. Results: The total of 356 study participants were involved in this study, with response rate of 92.7%. The total of 207 (58.1%) of respondents were studying on undergraduate (degree program). In terms of facility provision, 198 (55.9%) of the students were satisfied with supply of books and more than half of the students, 222 (62.7%) were satisfied with the suitability of library's opening hours and 254 (72.6%) and 284 (81.6%) were dissatisfied with the adequacy of computer facility. Majority, 224 (64.3%), and above half, 199 (57.1%) of the students were satisfied with teaching learning environment and variety of programs options respectively. Conclusion and recommendations: Majority of the students are satisfied with the current service status of the college except those related with computer and internet facilities. Therefore, supplying enough computer and internet services is recommended.

Keywords: Undergraduate Students, Satisfaction, Service Quality, Harar Health Sciences College

1. Introduction

In today's competitive academic environment where students have many options available to them, factors that enable educational institutions to attract and retain students should be seriously studied [1]. Higher education institutions, that want to gain competitive edge in the future, may need to begin developing for effective and creative ways to attract, retain and foster stronger relationships with students. As a public organization, it has to depend on the interaction and mechanism of the market. As a result, competition to pursue as many students as possible or so-called "potential customer" may become more and more intense [2, 3]. To make the matter harder, if a private institution, it does not have the "privilege" to receive any subsidies or financial

assurances from the government [4]. Service quality is commonly noted as a critical prerequisite for establishing and sustaining satisfying relationship with valued customers. Many organizations emphasize on service quality due to their strategic role in enhancing competitiveness especially in the context of attracting new customers and enhancing relationship with existing client [5]. A perceived service quality is a forerunner to satisfaction. Thus, a proper understanding of the antecedents and determinants of client's satisfaction can be seen as to have an extraordinarily high monetary value for service organization in a competitive environment. The perception of quality is multilateral: quality means different things to different people and from the perspective of quality's dimensions (input, process and output) and from the perspective of the stakeholders, there are many views of quality [6]. In order to make the

institutions progressive and effective its clients' expectations, their preferences and quality perception about the overall environment of the institution should be kept by the higher authorities of the institute [7, 8]. An institution can achieve success only by understanding and fulfilling the needs of customers. From a total quality perspective, all strategic decisions an institution makes are "customer-driven" [9]. In other words, the institutions must show constant sensitivity to emerging customer and market requirements [10]. The institutions also recognizes the fact that quality of tertiary education is especially important when it comes to health higher education since it focuses on producing lifesaving citizens for the country who are expected to ensure the health of the country's population, who shall be the engine of the countries [10-12]. Therefore This Study on customer satisfaction and the influence of service quality in Harar health Science College's part of the continuing effort to improve its services, the College is seeking information in every academic year about the quality of its service through continuous customer satisfaction study.

2. Methods and Materials

2.1. Study Area and Period

The study was conducted at Harar Health Science College from January 30 to March 30, 2018. The college is one of public higher educational institutions offering a range of health science higher training and educations of various levels for a period of almost half a century contributing to the development of the country by producing competent health workforce and professionals. Currently the college offers BSc Degree training and education in the field of Comprehensive Nursing, Midwifery, Pharmacy, Medical Laboratory Science Public health, Pediatrics, Emergency and critical care. Anesthesia and Health Informatics. Currently more than 2156 students in BSc and Diploma program enrolled in the college.

2.2. Study Design

A mixed cross-sectional survey study design was employed.

2.3. Population

All regular students at Harar Health Science College.

2.4. Study Population

All randomly selected 2nd year and above students from different departments within the College.

2.5. Sample Size Determination

The sample size was determined using single population proportion formula by taking 65.4% of level of satisfaction with the overall service of the university among the students of Dire Dawa University [6] as the below.

$$n = \frac{(Z_{\alpha/2})^2 p(1-p)}{d^2} = \frac{(1.96)^2 \times 0.65 \times (1-0.65)}{(0.05)^2} = 349$$

n = sample size of the study;

z = standardized normal distribution value for 95% confidence interval, 1.96;

p = population proportion;

d = marginal error taken (0.05);

Therefore n is 349 and by adding 10% non-response rate the final sample size was = 384.

2.6. Sampling Techniques

The study respondents' was sampled from 1626 students enrolled in 2013/2017 academic year at Harar Health Science College within the regular BSc and TVET program. The total sample was proportionally allocated to each stratum (program department and enrollment year) and study participant were finally select using simple random sampling technique.

2.7. Study Variables

2.7.1. Dependent Variable

Perceived level of satisfaction.

2.7.2. Independent Variable

Sex, age, year of study, department, facility provision, teaching learning, practical/demonstration room, and administrative related factors, student services related.

2.8. Data Collection Method

Self-administered structured questionnaire was used to collect the data on perception of students' satisfaction. The instrument comprised of 5 questions related to demographic features (age, sex, program involved, and department) and 35 questions related to students' satisfaction level about facility provision, teaching learning, practical/demonstration room, as well as administrative student services related.

2.9. Method of Data Analysis

Prior to data feeding, questionnaires were reviewed thoroughly. Data entry and analysis was done by Epi-data version 3.1 and SPSS version-21 respectively. Data cleaning was made mainly to check each variables for coherence and consistence including checking/comparing missing values against the paper questionnaires. Items were also checked for statistical validity and reliability using Cronbach-alpha and found to have a result of 0.8 and beyond. Finally, the descriptive statistics was presented in the form of tables, graphs and texts.

3. Results and Discussion

3.1. Characters of the Respondent

In this study, a total of 356 study participants were involved, making a response rate of 92.7%. Majority of the respondents, 294 (82.6%) were in the age group of 18-22 and

212 (59.6%) of respondents were female (figure 1). The total of 211 (58.1%) of respondents were studying an undergraduate degree program and more than two third of the respondent, 280 (78.7%), were satisfied with the decision to

attend this college, whereas 86.6% of the students were happy with the department currently engaged in the college (Table 1).

Table 1. Socio demographic and other Characteristics of the Respondent (students) in Harar Health Science college Harar Ethiopia, 2020.

Characteristics/Variables	Options	Frequency	Percentage
Gender	Male	144	40.4
	Female	214	59.6
	Total	356	100
Age category	18-22	294	82.6
	23-27	54	15.2
	>28	8	2.2
	Total	356	356
Program attending	Undergraduate	207	58.1
	Diploma (TVET)	149	41.9
	Total	356	100
satisfied with my decision to attend this College	Yes	280	78.7
	No	73	20.8
	Total	353	99.2*
happy that I chose to study this particular field (department)	Yes	305	86.6
	No	47	13.6
	Total	352	98.9*

* calculated based on the actual responses from the specific questions.

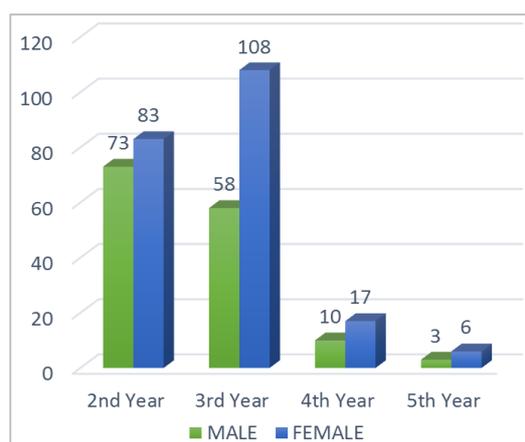


Figure 1. Showing composition of participants by sex and years of study in HHSC, Harar, Ethiopia, 2020.

3.2. Facility Provision

In terms of facility provision, 198 (55.9%) of the student were satisfied with supply of books and more than half of the students, 222 (62.7%) were satisfied with the suitability of library's opening hours and 254 (72.6%) and 284 (81.6%) were dissatisfied with the adequacy of computer facility and IT (internet service of the College) respectively (Table 2). This finding consistency with the study conducted in Dire Dewa University of Ethiopia [6]. This indicates that with the academic standards, there should be updated and adequate books in the library and above all the opening hour of the library and functional internet service need to be suitable and should give maximum hours of service per day for students. This will intern maximize the technical and practical skills of the students.

Table 2. Student Satisfaction level with Facility Provision in Harar Health Science College, Harar Ethiopia, 2020.

No	Service provision	Satisfied* n (%)	Dissatisfied** n (%)
1	The supply of books is sufficient	198 (55.9%)	156 (44.1%)
2	The library's opening hours	222 (62.7%)	132 (32.3%)
3	Information how to use the library services.	246 (70.1%)	105 (29.9%)
4	Get help in using the library services	149 (42.8%)	199 (57.2%)
5	Adequacy provided in the computer lab for students	96 (27.4%)	254 (72.6%)
6	Opening hour of computer rooms	79 (22.9%)	266 (77.1%)
7	IT (e-mail and software) at the College	64 (18.4%)	284 (81.6%)
8	College's has functioning internet service.	78 (22.7%)	266 (77.3%)
9	Classroom	194 (59.8%)	130 (40.2%)

* When the respondents/participants answers agree or strongly agree to the positive statements.

** When the respondents/participants answers disagree or strongly disagree to the positive statements.

In small group discussion, majority of the discussants agreed that "the college library not functional daily for up to

10:00 AM due to the reason of unscheduled cleansing of the room by the janitors as well the library not opened at night so

that students were urged to use classrooms for reading but the guards of the college dislikes and forced us to leave the college.” In addition the discussants recommended that the college internet service was one obstacle for the learning process since no special internet access area for the students.

3.3. Teaching Learning Related Issues

With regard to teaching and learning in the college,

Table 3. Student Satisfaction level with teaching learning Related Issues in Harar Health Science College, Harar Ethiopia, 2020.

No	Teaching learning issues	Satisfied *n (%)	Dissatisfied **n (%)
1	Teaching learning	224 (64.3%)	124 (35.6)
2	Variety of programs	199 (57.1%)	149 (42.8%)
3	Institutional syllabus	184 (53%)	165 (47%)

* When the respondents/participants answers agree or strongly agree to the positive statements.

** When the respondents/participants answers disagree or strongly disagree to the positive.

And also, 199 (57.2%) were satisfied with the subject matter knowledge of instructors and 149 (42.8%) were dissatisfied 199 (57.2%) and 178 (52%) were satisfied with the evaluation system and student-instructor interaction

majority 224 (64.3%) and 199 (57.1%) of the students were satisfied with teaching learning environment and variety of programs options in the college respectively (Table 3). This finding in line with the study conducted, Lebanon and Zambia [14, 11]. This implies that there are a number of gaps seen in the college for the better achievement of the college's strategic objectives.

respectively regarding communications with the Department and efficient time lessons and Practice 197 (56.9%) and 209 (59.7%) were dissatisfied (Table 4).

Table 4. Student Satisfaction level with teaching and learning in Harar Health Science College, Harar Ethiopia, 2020.

	Teaching and learning	Satisfied n (%)	Dissatisfied n (%)
1	Good Subject matter knowledge of Instructors	199 (57.2%)	149 (42.8%)
2	Work during the lessons and in Practice was efficient.	141 (40.3%)	209 (59.7%)
3	Enough supportive feedback by instructors	128 (37.1%)	219 (62.9%)
4	Course evaluation system	199 (56.7%)	152 (43.3%)
5	Assessment results within Reasonable period of time.	143 (41.3%)	203 (59.7%)
6	Student-instructor interaction	178 (52%)	166 (48%)
7	Communications with the Department	149 (43.1%)	197 (56.9%)

* When the respondents/participants answers agree or strongly agree to the positive statements. ** When the respondents/participants answers disagree or strongly disagree to the positive.

Discussant stated that, “the college gave educational opportunities for instructors however, such instructors also have classes to thought us results inconvenience for them and misses our classes. The group discussants were also asked about recommendation to improving problems related to instructors, the majority of the discussants recommended that one instructor offered for us so many courses within a specified semester. In addition to this majority of the discussant agreed that some of the instructors not politely entertain students when we asked them to shown us exam papers as well not submitted our grade even for months and years. This finding is similar with that of study conducted in Zimbabwe [15].

Other discussants on the issue of college administrators recommended that deans of the college should have practiced a regular monitoring and evaluation of the teaching-learning process. Additionally there is lack of supportive feedback by respective instructors in the college. Almost 60% of students are dissatisfied with the instructors' performance on showing the students evaluation result with in short period of time. This along with the low student instructor interaction will create great inconvenience and great impact on the results of students. Thus there should strong attitude change on

instructors to see their role in broad in addition to class room lectures. FG discussants also raised the same issue in that “... instructors are simply give our result to the registrar office without informing us.....also when we ask them to see our result... they are not willing to show us our result details.....”.

3.4. Practical/Demonstration Room and Training

Regarding satisfaction of students practical or demonstration room and training, only less than half 147 (42.9%) of them satisfied with organization and arrangement of practical or demonstration room and more than half 207 (60.5%) of students were dissatisfied with practical learning period. Over all poorer performance was revealed in application and utilization of demonstration in order to give good technical skills to the students and practical based teaching in the college. These findings are similar with BRAC University, Dhaka, Bangladesh and Stanford University, United States of America [16, 17] (Table 5). These might have a great impact on the practical skills of the student in that area of expertise.

Table 5. Student Satisfaction with Practical/Demonstration Training in HHSC, Harar Ethiopia, 2020.

	Practical/Demonstration Room and Training	Satisfied n (%)	Dissatisfied n (%)
1	Practical/Demonstration Room is well organized.	147 (42.9%)	196 (57.1%)
2	Practical/Demonstration Room equipment work properly.	146 (42.6%)	197 (57.4%)
3	Practical learning period	135 (39.5%)	207 (60.5%)
4	Instructors at the Demonstrating or practical room are competent	153 (45.7%)	185 (54.3%)
5	Equal opportunity during practical learning period	148 (43.8%)	190 (56.2%)
6	Instructors at the Demonstrating or practical room Guide and show the necessary skill	143 (42.6%)	193 (57.4%)

* When the respondents/participants answers agree or strongly agree to the positive statements.

** When the respondents/participants answers disagree or strongly disagree to the positive.

3.5. Administrative Student Services Related

Regarding administrative services, the findings from this study indicates that 115 (33.1%) of the students were satisfied with guidance and counseling service and 73

(22.7.1%), 105 (30.3%) were satisfied with the peer-counseling and support groups and services at the study affairs office of the college respectively (Table 6). This finding is similar with that of study conducted in Kenya [18].

Table 6. Student Satisfaction with Administrative student service in Harar Health Science College Harar 2020.

	Administrative student service	Satisfied n (%)	Dissatisfied n (%)
1	Guidance and counseling service in the college	111 (33%)	225 (67%)
2	Peer Counseling and Support Groups	73 (22.7%)	264 (78.3%)
3	This institution encourages female students	96 (28.2%)	244 (71.7%)
4	The institution administrators promote the success of all students.	116 (34%)	225 (66%)
5	Institution administrators are aware of what goes on in the classrooms	119 (35.2%)	219 (64.8%)
6	Treated respectfully by the principal.	119 (34.6%)	222 (65.4%)
7	Service at the study affairs office	105 (30.3%)	241 (69.6%)

* When the respondents/participants answers agree or strongly agree to the positive statements.

** When the respondents/participants answers disagree or strongly disagree to the positive.

4. Conclusion

Based on the above results, it can be concluded that majority of the students studying in Harar Health Sciences College are satisfied with the current offerings in facilities except those related with computer and internet facilities. More than half of students are satisfied with the currently available programs. However, majority of the students were dissatisfied with arrangement of practical/demonstration rooms, practical session period and also administrative support services. Having saying these in terms of student-instructor interaction it can be concluded that students' satisfaction is limited in terms of subject matter knowledge of instructors, evaluation and grading system as well.

5. Recommendation

Therefore this situation invites attention of all the educational stakeholders including the College management, Ministry of Education and all other either government or non-government stakeholder engaged on education to enhance the quality & standards of higher education in the country. Particularly much has to be done around improving administrative support service, facility provision of the college, practical/demonstration room organization and practical session period.

Competing Interests

The authors declare that they have no competing interests.

Authors Contributions

Zelalem. B wrote the proposal, participated in data collection, analyzed the data and drafted the paper. Abdusamed. M and Furo. B, have participated in data collection and analysis and revised subsequent drafts of the paper.

Funding

There is no funding body for this study. This manuscript was prepared from the work of M. Zelalem Bekele, Mr. Abdusamed Mohammed and Mr. Furo Beshar and who covered the cost of conducting this research.

Acknowledgements

We are very grateful to the Harar Health Service College for the approval of the ethical clearance and their technical support of this study. We would also like to acknowledge study participants, supervisors, data collectors for their tremendous roll throughout the study.

References

- [1] Raghavan, S., & R., G. (2015). Addressing service quality to increase students satisfaction and retention in Malaysian private Higher Education Institutions. *American Journal of Economics*, 5 (2), 243–250. <https://doi.org/10.5923/c.economics.201501.31>
- [2] Abu hasan, H. fitri, & Ilias, A. (2008). Service quality and student satisfaction: A case study at private higher education institutions. *International Business Research*, 1, 163–175.
- [3] Azam, A. (2018). Service Quality Dimensions and Students' Satisfaction: A study of Saudi Arabian Private Higher Education Institutions. *European Online Journal of Natural and Social Sciences*, 7 (2), 275–284. <http://www.european-science.com>
- [4] Max Lawson, Man-Kwun Chan, Francesca Rhodes, Anam Parvez Butt, Anna Marriott, Ellen Ehmke, Didier Jacobs, J. S., & Gowland, J. A. and R. (2019). Public good or private wealth? In *Oxfam* (Issue January). <https://doi.org/10.21201/2019.3651>
- [5] Konečnik Ruzzier, M., Ruzzier, M., & Hisrich, R. (2014). Value, satisfaction and customer loyalty. *Marketing for Entrepreneurs and SMEs*, November, 21–36. <https://doi.org/10.4337/9781781955970.00008>
- [6] Daniel, D., Liben, G., & Adugna, A. (2017). Assessment of students' satisfaction: A case study of Dire Dawa University, Ethiopia. *Journal of Education and Practice*, 8 (4), 111–120.
- [7] Latapí Agudelo, M. A., Jóhannsdóttir, L., & Davídsdóttir, B. (2019). A literature review of the history and evolution of corporate social responsibility. *International Journal of Corporate Social Responsibility*, 4 (1), 1–23. <https://doi.org/10.1186/s40991-018-0039-y>
- [8] Ngo, M. V., & Nguyen, H. H. (2016). The Relationship between Service Quality, Customer Satisfaction and Customer Loyalty: An Investigation in Vietnamese Retail Banking Sector. *Journal of Competitiveness*, 8 (2), 103–116. <https://doi.org/10.7441/joc.2016.02.08>
- [9] Mann, R., Mohammad, M., & A. Agustin, M. T. (2012). UNDERSTANDING An awareness guidebook guide book for SMEs. *Asian Productivity Organizations*, 1 (1), 1–13.
- [10] Trutkowski, C. (2016). TRAINING NEEDS ANALYSIS and NATIONAL TRAINING STRATEGIES How to ensure the right training at the right time to the right people? *European Counsel*, 1 (1), 1–191.
- [11] Kruk, M. E., Gage, A. D., Arsenault, C., Jordan, K., Leslie, H. H., Roder-DeWan, S., Adeyi, O., Barker, P., Daelmans, B., Doubova, S. V., English, M., Elorrio, E. G., Guanais, F., Gureje, O., Hirschhorn, L. R., Jiang, L., Kelley, E., Lemango, E. T., Liljestrand, J., ... Pate, M. (2018). High-quality health systems in the Sustainable Development Goals era: time for a revolution. *The Lancet Global Health*, 6 (11), e1196–e1252. [https://doi.org/10.1016/S2214-109X\(18\)30386-3](https://doi.org/10.1016/S2214-109X(18)30386-3)
- [12] Purcarea, V. L. (2019). The impact of marketing strategies in healthcare systems. *Journal of Abu hasan, H. fitri, & Ilias, A. (2008). Service quality and student satisfaction: A case study at private higher education institutions. International Business Research*, 1, 163–175.
- [13] Raghupathi, V., & Raghupathi, W. (2020). The influence of education on health: An empirical assessment of OECD countries for the period 1995-2015. *Archives of Public Health*, 78 (1), 1–18. <https://doi.org/10.1186/s13690-020-00402-5>
- [14] Ayoub Salloum, W. (2019). The Impact of Implementing Students' Support Services on Students' Satisfaction: A Case Study of a Private University in Lebanon. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3454061>
- [15] Mupa, P., & Isaac, T. (2015). Factors contributing to ineffective teaching and learning in primary schools : Why are schools in decadence ? *Journal of Education and Practice*, 6 (19), 125–133.
- [16] Hossain, M. I. (2015). Teaching Productive Skills to the Students: A Secondary Level Scenario. *A Thesis*, 1–90. <https://core.ac.uk/download/pdf/74352632.pdf>
- [17] Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24 (2), 97–140. <https://doi.org/10.1080/10888691.2018.153779>
- [18] Salgong, V. K., Ngumi, O., & Chege, K. (2016). The Role of Guidance and Counseling in Enhancing Student Discipline in Secondary Schools in Koibatek District. *Journal of Education and Practice*, 7 (13), 142–151.