

Examining the Predictive Effect of Administrative Support Services on Undergraduate Students' Satisfaction in a Ghanaian Private University College



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Abstract

Aim: This study examined the effect of administrative support as a component of higher education customer service on undergraduate student satisfaction at a university college.

Methods: A quantitative cross-sectional descriptive design was used. The study adopted a census sampling technique, involving all 464 accessible undergraduates at the university college. Data were collected using structured, closed-ended questionnaires and analyzed using descriptive statistics and simple linear regression.

Results: Participants reported moderate to high perceptions of administrative staff's knowledgeability ($M = 3.14$, $SD = 1.04$), responsiveness ($M = 2.73$, $SD = 1.12$), and communication effectiveness ($M = 2.59$, $SD = 1.12$). Regression analysis revealed a statistically significant, though weak, positive relationship between administrative support and student satisfaction ($r^2 = 0.033$, $p < 0.001$).

Conclusion: The study concludes that administrative support, as a dimension of higher education customer service, has a statistically significant but modest positive effect on student satisfaction.

Recommendation: It is recommended that administrative staff in higher education institutions should strengthen responsiveness and communication through regular training in customer service and student engagement strategies to sustain student satisfaction and loyalty.

Keywords: *Administrative support, student satisfaction, customer service, higher education, effective communication, responsiveness.*

1.0 INTRODUCTION

Ghana's private university sector was once a key to increasing access to higher education for potential students (Lartey, 2025). However, the sector currently faces saturation and declining student enrollments (Lartey, 2025). Administrative support offered by the university college includes assistance in course registration, fee processing, access to the university student portal and responding to students' queries. Additionally, administrative support also includes various aspects of administrative secretarial duties, including correspondence creation, scheduling appointments, and organized filing, data entry and maintenance of records for the university. These duties ensure that the university provides accurate administrative support services to students. In the context of this study, administrative support is oriented to assist students throughout the educational process by helping them have an efficient student academic experience.

This is because student experience has become a key performance indicator for higher education institutions, influencing retention and institutional reputation (Elliott & Healy, 2001; Nguyen & Le, 2014). Within this framework, administrative support encompassing responsiveness, accuracy of information, and effective communication has been identified as a critical determinant of student satisfaction (Al-Kilani & Twaissi, 2017; Sharif & Sidi Lemine, 2024). When administrative support and customer service delivery of higher institutions are efficient and of high quality, students would be attracted to these institutions. It means that quality of service plays a critical role in meeting students' satisfaction. Researchers such as Sharif and Sidi Lemine (2024) pointed out that administrative support as a key dimension of customer service influences student behaviour intentions. There is a quest for universities to widen access, but this should be reflected in the quality of services that these universities render to students (Kwasi-Agyeman *et al.*, 2020).

Recently, each institution has been forced to lower already reduced tuition to obtain students and sustain some level of profit (Lartey, 2025). In reality, the proliferation of universities, which has intensified competition, Lartey (2025) proposes that Ghana's private universities must change from quantity-based growth to quality-driven differentiation through improved governance structures that will leverage investments, improve, and recruit top-tier faculty. Suglo *et al.* (2025) also emphasized that to achieve high-quality educational experiences for students, the demand for higher education should go beyond quantity and include the provision of quality services. This is because, as much as we talk about the growing demand for higher education, it is important to remember that this demand is both quantitative and qualitative, and that educational institutions must adjust to maintain high standards of academic performance to support the larger pool of graduates (Kwegyiriba, 2021; Hameed *et al.*, 2021). Therefore, the quality of customer services that higher education institutions, particularly private ones, offer to their students is a crucial aspect of quality education (Alves & Raposo, 2007; Qayyum *et al.*, 2021). According to Suglo *et al.* (2025), university administrators should implement strategies aligning with the expectations and happiness of students. This might involve a greater understanding of the connection between service quality, satisfaction, and loyalty (Annamdevula & Bellamkonda, 2016).

Since it influences students' academic experiences as well as their loyalty and support for their institutions, student happiness has become a crucial indication of institutional performance in higher education (Elliott & Healy, 2001; Martins & Santos, 2015). Like many other universities, the University in which this study took place aimed to enhance the caliber of its services to satisfy students' changing needs (Suglo *et al.*, 2025). According to research by Gruber *et al.* (2010) and Nguyen and Le (2014), several facets affect how

satisfied students are with university services, including the general campus atmosphere, administrative response, and academic support. Therefore, it is crucial to remember that educational institutions that place a high priority on comprehending and raising student satisfaction levels are better positioned to develop a devoted student body (Brown & Mazzarol, 2009). Student satisfaction and reputation have become increasingly influenced by customer service delivery. As universities attract and retain students, knowing and understanding student needs and expectations is essential. The University recognizes the relationship between customer service, student satisfaction, and institutional reputation, and knows that it should provide services that create a positive student experience. As the University continues to face pressures related to enrollment, diversity, and the unique educational experiences of its students, it has initiated a deeper focus on customer service.

1.1 Objectives of the Study

This study was to assess the quality of administrative support services in a private university college and determine their effect on student satisfaction.

This study was conducted with the aim to:

1. Evaluate students' perceptions of administrative support services.
2. Determine the relationship between administrative support and overall student satisfaction.

2.0 LITERATURE REVIEW,

This aspect of the study captures relevant information relating to the study's conceptual framework, theoretical review and empirical review.

2.1 Conceptual Framework

This study's conceptual framework was self-developed using arrow diagrams to demonstrate how study variables are interrelated. In this study, academic and administrative support services are the independent variables because they have a predictive effect and influence on student satisfaction. Students' satisfaction is considered a dependent variable. The conceptual framework is illustrated in Figure 1.

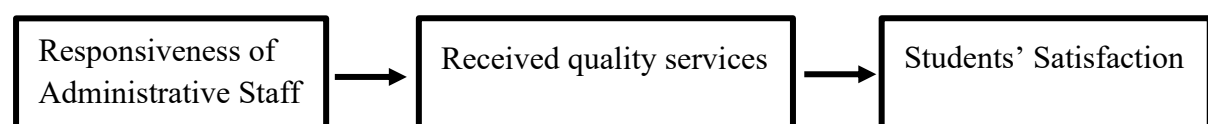


Figure 1: Conceptual Framework Showing the Influential Relationship Between Academic and Administrative Support Services and Students' Satisfaction

Academic support encompasses services such as tutoring and academic advising, while administrative support includes enrollment processes and financial aid assistance. The framework posits that support directly influences student satisfaction; effective academic support leads to higher satisfaction through improved academic outcomes, while efficient administrative processes create a seamless experience that fosters a sense of value among students. Moreover, the interconnectedness of academic and administrative support highlights their synergistic effect, where timely administrative assistance facilitates academic initiatives, resulting in a more cohesive and positive experience. The novelty of this framework lies in its integrated approach, recognizing that student satisfaction is shaped by both academic and administrative dimensions, thereby providing practical insights for university administrators.

2.2 Theoretical Model

This study adopts the SERVQUAL model (Parasuraman *et al.*, 1988), which evaluates service quality through five dimensions: tangibles, reliability, responsiveness, assurance, and empathy. In the context of higher education, reliability and responsiveness are most pertinent as they relate to the consistency of academic support and the promptness of administrative services. While SERVQUAL was developed for service industries, its adaptability to educational settings has been demonstrated in previous studies (Foropon *et al.*, 2013; Banahene *et al.*, 2018). This study exclusively aimed to ascertain the effect of administrative service quality on students' overall satisfaction. In exploring the effect of administrative support services on students' overall satisfaction with service quality, the SERVQUAL model serves as an ideal theoretical framework. Its adaptability to the educational context makes it particularly relevant for this study, as it allows for an understanding of the factors influencing student satisfaction.

The SERVQUAL model is grounded in the premise that service quality comprises multiple dimensions that collectively shape customer satisfaction. By adapting its two dimensions, reliability of academic support services and responsiveness in providing administrative support, this study can effectively explore how these services contribute to a positive student experience. Reliability focuses on the university's ability to deliver on its promises, particularly about academic support. This study sought to evaluate how consistently academic services meet student expectations. The responsiveness dimension emphasizes the importance of timely assistance and engagement from faculty and staff. In this study, assessing the university's administrative staff responsiveness to student needs and support services will provide insights into how these factors correlate with student satisfaction. As Crosling *et al.* (2009) state, a responsive educational institution can foster a supportive environment that enhances student retention and success.

The relationship between the SERVQUAL model and this study is evident in the way the dimensions align with the variables of administrative and academic support services. Each SERVQUAL dimension provides a lens through which to analyze how these factors collectively influence student satisfaction. By employing this model, the research was able to systematically assess the impact of perceived administrative and academic support service quality on students' overall satisfaction at the University College.

While the SERVQUAL model offers a robust framework for this study, it is not without limitations. One critique is that the model originally developed for service industries may not fully capture the complexities of the educational environment. Factors such as academic freedom, peer relationships, and extracurricular activities can also significantly influence student satisfaction but are not explicitly included in the SERVQUAL dimensions.

Additionally, the subjective nature of perceptions can lead to variability in student responses, potentially skewing results. Future research could benefit from integrating qualitative methods, such as interviews or focus groups, to provide deeper insights into students' experiences and perceptions beyond the quantitative measures of the SERVQUAL model.

2.2 Empirical Review

2.2.1 Administrative Support Services and Student Satisfaction

Administrative support deals with the provision of secretarial and administrative services to students, faculty, and other customers of educational institutions. This means that any assistance provided by administrative staff to students and faculty that benefits the

institution's overall well-being constitutes an administrative support service (Yidana *et al.*, 2023). Despite their complementary role in the teaching and learning process, it appears from literature that administrative support services receive little attention when it comes to students' evaluation of university services for quality assurance (Yidana *et al.*, 2023). This study therefore aimed to explore students' perspectives to ascertain whether the university's administrative support services led to students' satisfaction.

Yidana *et al.* (2023) reviewed digitally available scholarly research on administrative support services in higher education. The purpose of the review was to justify the inclusion of administrative support in students' evaluations of university services for quality assurance. The authors analyzed 43 research articles based on six criteria, namely 1) nature of administrative support in higher education 2) administrative support as service 3) customers of higher education administrative support 4) quality as necessity in administrative support 5) justification for quality assuring administrative support service 6) justification for use of students to evaluate administrative support services. The study found that administrative support and teaching services have a direct symbiotic relationship. The authors indicated that having a quality assurance on teaching services without the same being done for administrative support services does not provide a complete picture of the overall service quality and well-being of higher education. Again, the study found that a lot of resources are employed on the recruitment and maintenance of administrative staff. To ensure efficiency, effectiveness and accountability of this staff, there is a need for frequent evaluation. The study recommends periodic student satisfaction surveys to ascertain students' level of satisfaction with administrative support services (Yidana *et al.*, 2023).

Hermanto *et al.* (2020) conducted a study analyzing the satisfaction of Industrial Engineering students at the Sumbawa University of Technology with the administrative services provided by the administration division of the Faculty of Engineering. Their analysis was processed using the Structural Equation Model (SEM). From the analysis, they obtained that the variable of influence was able to explain the satisfaction variable.

Mustafa *et al.* (2022) highlighted the need for higher education institutions to guarantee student satisfaction, not only in academic services such as the teaching and learning process, but also in administrative services and academic processes. The authors conducted a study aimed at determining and analyzing the quality of service and performance of academic administrative employees, as well as analyzing the level of student satisfaction at the Faculty of Social Sciences. Science and Law, Universitas Negeri Makassar. The authors employed causal associative quantitative method with a research sample of 98 respondents. Data collection techniques were questionnaires, observation, and documentation with data analysis using descriptive analysis and multiple linear regression analysis. Mustafa *et al.* (2022) found that the effect of service quality and performance of administrative staff on student satisfaction was 53.10%, indicating that service quality and performance affect student satisfaction at the Faculty of Social Sciences and Law (FIS-H), Universitas Negeri Makassar.

The study of Ghansah *et al.* (2019) attempted to develop insights into the dimension of student satisfaction in academic and administrative services in private universities in the Tema metropolis. The authors employed descriptive statistics, and a sample t-test was used to analyse their data. A quantitative sample of 1,750 students was drawn from seven (7) selected universities in Tema, Ghana, and two hundred and fifty (250) questionnaires were distributed to each university. The findings highlighted various levels of satisfaction. It was observed that all the factors such as classroom environment, textbook and tuition fees, student support

facilities, business procedures, relationship with teaching staff, knowledgeable and responsive faculty, staff helpfulness, feedback, and class sizes drive student satisfaction.

Abbasi *et al.* (2011) measured the level of student satisfaction with current services offered by Pakistani universities. Questionnaire was used to collect data. The sample was achieved through convenience sampling to select 401 students. Mean analysis reflected student dissatisfaction with many core services and facilities like teaching, administrative support, etc, while satisfaction has been reported only in three augmented areas like transportation, classroom, and prayer facilities. Overall, satisfaction level is alarmingly low, and results indicate dissatisfaction of university students with educational services offered by Pakistani universities.

Drawing on the literature reviewed in this study; it is evident that there is significant research on administrative support services and student satisfaction in various geographical locations. A notable gap in research on administrative support services and student satisfaction still exists in Ghanaian private universities, especially in the Upper East Region of Ghana. Most of the existing studies focus on public universities and developed geographical areas. Therefore, this research aimed to address this gap by examining the effect of administrative support services on student satisfaction in the cultural and operational contexts of Ghanaian private universities in the Upper East Region of Ghana. By addressing this gap, this study aims to complement the existing literature and be utilized in developing evidence-based processes to build approaches to improve student satisfaction in the Ghanaian private universities in the Upper East region.

3.0 METHODOLOGY

A quantitative, cross-sectional descriptive design was adopted to capture students' perceptions at a single point in time. A census sampling approach targeted all 464 accessible undergraduates enrolled in the university college. Data were collected using structured, closed-ended questionnaires and analyzed using descriptive statistics (means, standard deviations) and a simple linear regression model to examine the predictive effect of administrative support on student satisfaction. Statistical analyses were conducted using IBM SPSS Statistics version 27.0.1 at a significance level of $p < 0.05$.

The questionnaire was self-developed based on literature on administrative support and student satisfaction. A pilot study was conducted with 15% of the target population ($n = 70$) to assess reliability using Cronbach's alpha, which yielded a coefficient of 0.799, indicating acceptable internal consistency. Face and content validity were ensured through expert review by faculty members with research expertise, including the university's quality assurance

director. Data were collected using a structured questionnaire consisting of closed-ended items rated on a 4-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree). The range of responses was interpreted as: a rating of (1.0 - 1.75) indicates very low disagreement and dissatisfaction, a rating of (1.76 - 2.75) indicates low level of disagreement or mild dissatisfaction, and a rating of (2.76 - 3.75) indicates high agreement and satisfaction, and lastly, a rating of (3.76 - 4.0) shows very high agreement or strong satisfaction and demonstrate a positive experience or perceptions of the services provided by the university college. The rigor of the structured instrument ensured data were comparable and standardized across respondents. The questionnaire was distributed to all 464 undergraduates through in-class sessions after obtaining informed consent and ethical endorsement.

4.0 RESULTS AND DISCUSSION

4.1 Demographic Profile of Respondents

This section provides an overview of the respondents' demographics. The demographic data summarized characteristics such as age, sex, qualifications before entry into the university, programme of study, level of education, and mode of entry into the university. These variables are important in contextualizing the study's results. The demographic information is visually represented using charts.

Age Distribution

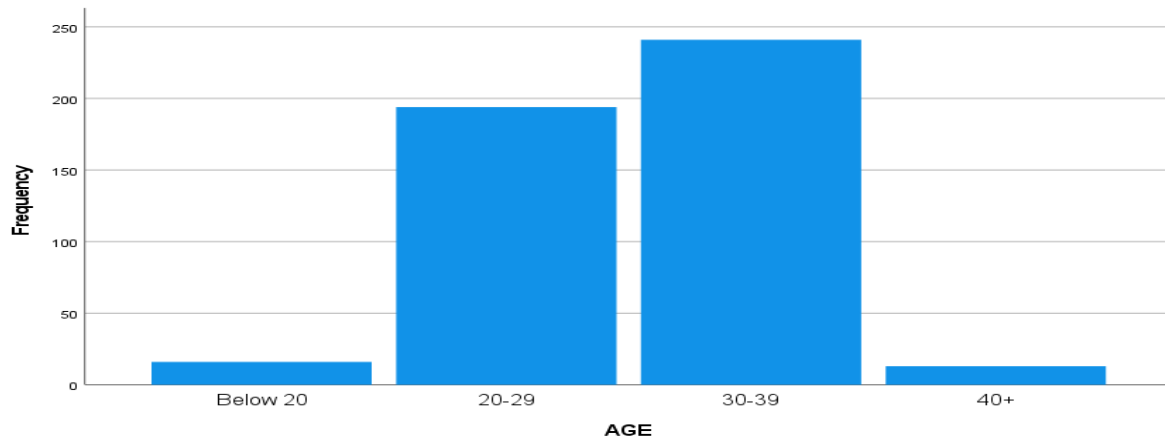


Figure 1: Bar Chart Representing Age Distribution of the Respondents

The largest portion of respondents (51.9%) were aged 30-39 years. The next largest group (41.8%) was aged 20-29. Only a small fragment of the respondents are less than 20 years of age (3.4%) and 40+ years of age (2.8%). This suggests that the sample comprised adult learners, which may impact their experiences and viewpoints about the subjects of interest in the study.

4.2 Sex of Respondents

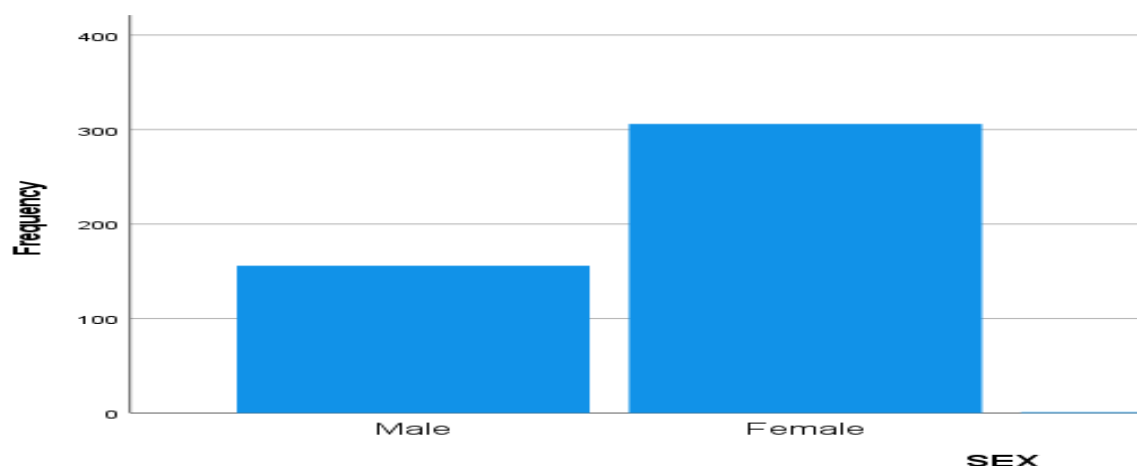


Figure 2: Bar Chart Representing Sex Distribution of the Respondents

The distribution of sex indicates that a considerable majority of respondents are female (66.4%) compared to male respondents (33.6%). This slant may affect the overall findings,

especially in areas focusing on gender-based perceptions and experiences of academic settings.

4.3 Respondents' Qualifications Before Joining the University

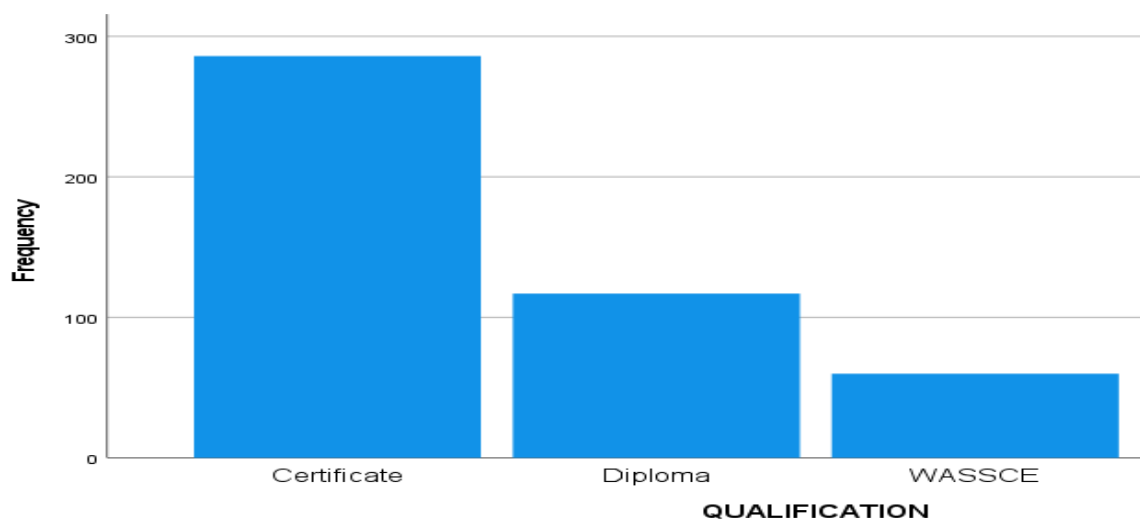


Figure 3: Bar Chart Representing Academic Qualification Of Respondents

The majority of respondents joined university with a certificate (62%). In comparison, (25%) had a diploma before starting university, while 13% completed the West African Senior School Certificate Examination (WASSCE). This demonstrates diverse educational backgrounds among the respondents, and it may have an impact on satisfaction and engagement levels in the program.

4.4 Respondents' Programme of Study

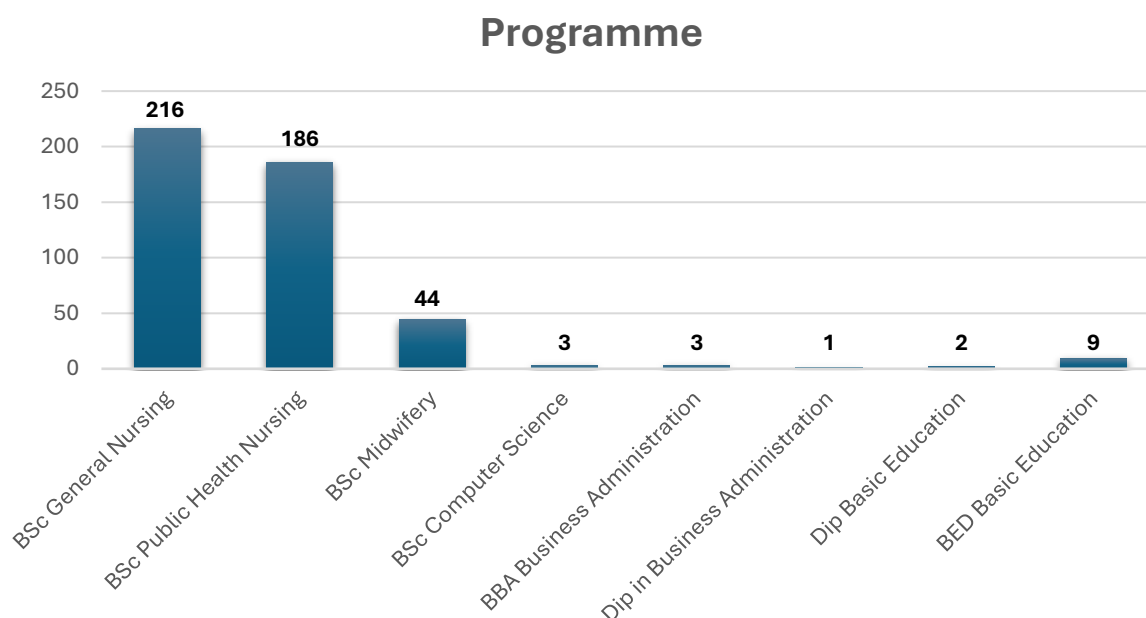


Figure 4: Bar Chart Representing Respondents' Programme of Study

The predominant programme of study among the respondents was the Bachelor of Science in General Nursing (n = 216, 46.6%) followed by a Bachelor of Science in Public Health

Nursing ($n = 186$, 40.1%). BSc Midwifery was third highest ($n=44$, 9.5%). Other programmes of study, which included Basic Education and Computer Science, had distinctly low participation rates ($n = 11$, 3.4%) and ($n = 3$, 0.7%). The concentration on health-related disciplines likely led to the focus of the study.

4.5 Respondents' Current Level of Study

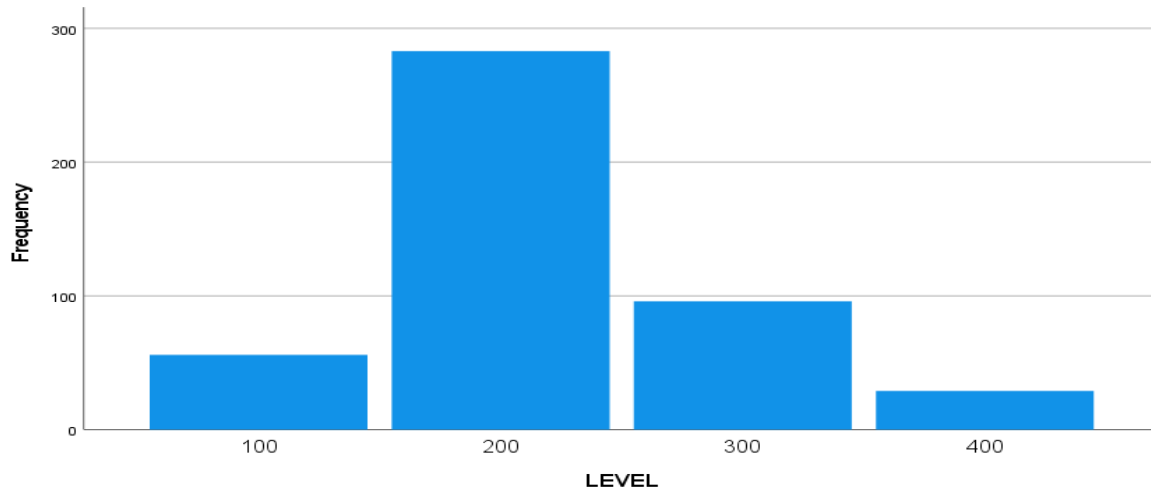


Figure 5: Bar chart representing Respondents' Current Level of Study

Respondents predominantly were at Level 200 ($n = 287$, 61.0%), which suggests the study captures the perspectives of students that are likely to have some interaction with the university's academic experience. Levels 100, 300 and 400 were lower in representation and deployments and may limit the study's ability to gain insights from first year, and more broadly, final year and graduating students.

4.6 Respondents' Mode of Entry

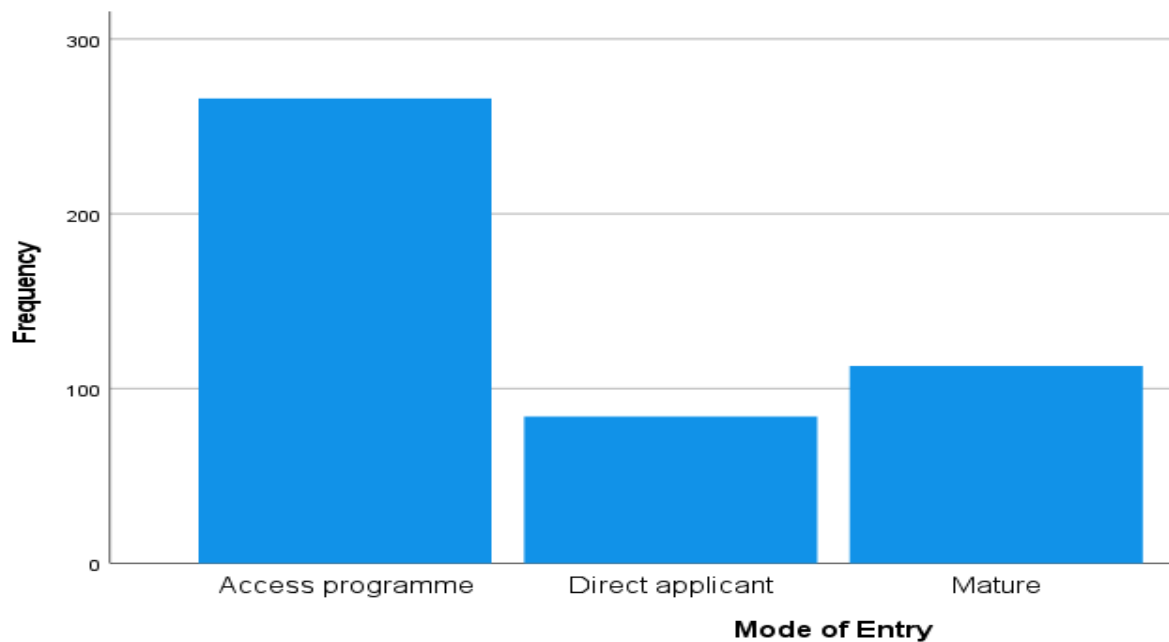


Figure 6: Bar Chart Representing Respondents' Mode of Entry into the University College

The majority of participants were admitted into university via the Access Programme (n = 248, 57.3%), followed by mature entrants (n = 81, 18.1%), and lastly direct applicants (n = 109, 24.6%). Notably, the admission process demonstrates the university's enabling capacity to facilitate access for non-traditional students, which is also likely to impact their level of engagement and satisfaction.

Objective one: to evaluate students' perceptions of administrative support services

Table 1: Showing Descriptive Statistics of Students' Perception Regarding Administrative Support Services at the University College

S/N	Statement	Min	Max	M	SD
1	Administrative offices respond quickly to student inquiries.	1.00	4.00	2.73	1.12
2	The process for resolving administrative issues is straightforward.	1.00	4.00	2.83	1.07
3	Staff members in administrative roles are knowledgeable and helpful.	1.00	4.00	3.14	1.04
4	Important deadlines and procedures are communicated.	1.00	4.00	2.88	1.09
5	There are sufficient resources for understanding academic policies.	1.00	4.00	3.06	1.06
6	The registration process for classes is efficient.	1.00	4.00	2.78	1.08
7	Students are adequately informed about changes in policies or procedures.	1.00	4.00	2.95	1.14
8	The university offers clear guidance on financial matters (tuition, fees).	1.00	4.00	2.59	1.12
9	Administrative support services are accessible during convenient hours.	1.00	4.00	2.72	1.09
10	The university provides adequate training for staff to assist students effectively	1.00	4.00	2.69	1.15

Source: Field data, 2025

Key: min=Minimum Max=maximum, M=mean SD=Std. Deviation

Table 1 shows the result pertaining to respondents' views on the level of administrative assistance within the university, rated from one (strongly disagree) to four (strongly agree). The findings indicate that "Staff members in administrative offices are knowledgeable and helpful", (M=3.13; SD = 1.04). This implies that students feel that staff members can assist students with their questions and needs.

Additionally, the item "Administrative offices respond quickly to student inquiries" received a mean score of 2.73 (SD = 1.12), which indicates some moderate satisfaction with the speed at which the offices respond to inquiries. The item "The process for registering for classes is efficient" had an average score of 2.78 (SD = 1.08), which also revealed students' view that these processes are efficient. Other items such as, "The university provides clear guidance regarding finances (tuition, fees)" (M = 2.59, SD = 1.12), and "Students are informed well about changes in policies or procedures" (M = 2.95, SD = 1.14), reveals a positive perception

among students about the quality of services provided by the administrative staff. In summary, the main point from Table one is that students have a strong sense of agreement that administrative staff are knowledgeable enough and meet students' expectations in terms of administrative support service delivery.

Ascertain Whether Administrative Support Service Dimension has a Predictive Effect on Students' Overall Satisfaction.

Table 2: Model Summary for Relationship Between Administrative Support Services and Students' Satisfaction

Model	R	r^2	Adjusted R^2	Std. Error	Change Statistics			
					F Change	df1	df2	Sig. F Change
1	.181a	0.033	0.031	1.07246	15.652	1	462	0.000

a. Predictors: (Constant), Academic support

b. Dependent Variable: Students' satisfaction

Source: Field data, 2025

Table 3: Coefficients from the Simple Linear Regression Analysis

Unstandardized Coefficients		Standardized Coefficients		
B	Std. Error	Beta	t	P value.
2.16	0.24		9.03	<0.001
0.32	0.08	0.18	3.97	0.000

Source: Field data, 2025

The results presented in Table 2 reveal that administrative support service dimension has a predictive effect on students' overall satisfaction. The model summary shows that the correlation coefficient (r) is 0.181, suggesting a weak positive relationship, while the coefficient of determination ($r^2 = 0.033$) implies that approximately 3.3% of the variance in student satisfaction can be explained by administrative support services. The F-change statistic of 15.652 with a significance value of $p < 0.001$ indicates that the model is statistically significant, meaning that administrative support services do have an impact on student satisfaction. In Table 3, the predictor's ($B = 0.32$) indicates that when administrative support services increase by one unit, student satisfaction is expected to increase by 0.32 units.

The unstandardized coefficient (B) can be explained as the raw coefficient value obtained from the regression analysis, which indicates the amount of change in the dependent variable for a one-unit change in the independent variable, without any transformation or scaling. This implies that it reflects the actual change in the student satisfaction associated with a one-unit increase in the predictor, administrative support services. The standardized coefficient ($Beta = 0.18$) suggests that for every one standard deviation increase in administrative support, student satisfaction increases by 0.18 standard deviations. The t-value of 9.03 ($p < 0.001$) for the constant suggests that the baseline level of satisfaction is also significantly different from zero, while the t-value of 3.97 ($p = 0.000$) for the predictor indicates that administrative support services significantly predict student satisfaction.

5.0 DISCUSSION OF FINDINGS

5.1 Students' Perspective Regarding Administrative Support Services

Table 1 provides insights into students' perspectives on the quality of administrative support services at the university, revealing notable strengths and several areas for enhancement. The high mean score for administrative staff's knowledge and helpfulness ($M = 3.14$) reflects a positive perception suggesting that students feel confident in the staff's ability to assist with inquiries and issues relating to administrative support services, which according to the SERVQUAL model, significantly influences perceived service quality. In summary, students recognize the competence of administrative staff and also show a high sense of agreement that there is effectiveness in the delivery of administrative support services, which significantly influenced students' satisfaction. This finding of the study corroborates with the findings of (Saif, 2014)

5.2 Predictive Effect of Administrative Support Service Dimension on Students' Overall Satisfaction

This study was conducted with one of its objectives aimed at ascertaining whether there was a significant relationship between administrative support services and students' overall satisfaction with the quality of administrative services. Although administrative support significantly predicts satisfaction ($\beta = 0.18$, $p < 0.001$), its low explanatory power ($R^2 = 0.033$) suggests other variables, such as academic quality or campus facilities, play a greater role. This contrasts sharply with Mustafa *et al.* (2022), who reported a 53.10% effect, possibly due to contextual differences in service delivery systems." The positive coefficients suggest that improvements in administrative support can lead to increased student satisfaction, highlighting the need for universities to prioritize the efficiency and accessibility of administrative services. Given the weak correlation, however, it also suggests that while administrative support is important, other factors may contribute more significantly to overall student satisfaction, indicating the need for further investigation. In general, the results underscore the necessity for continuous evaluation and enhancement of administrative support services to foster a more satisfying educational environment for students.

The results, as shown in Tables 2 and 3 of this study, corroborate with the findings of several other studies captured in literature. For instance, the results can be linked with the findings of Yidana *et al.* (2023) also found in their study that administrative support and teaching services have a direct symbiotic relationship. Additionally, the results of this current study are similar to Hermanto *et al.* (2020), who conducted a study analyzing the satisfaction of Industrial Engineering students at the Sumbawa University of Technology with the administrative services provided by the administration division of the Faculty of Engineering. From the analysis, they obtained that the variable of influence was able to explain the satisfaction variable.

Again, Mustafa *et al.* (2022) found that the effect of service quality and performance of administrative staff on student satisfaction was 53.10%, indicating that service quality and performance affect student satisfaction at the Faculty of Social Sciences and Law (FIS-H), Universitas Negeri Makassar. Yidana *et al.* (2023), however, highlighted that despite the complementary role played by administrative support services in the teaching and learning process. It appears from literature that these services receive little attention when it comes to students' evaluation of university services for quality assurance.

6.0 CONCLUSION

This study successfully assessed the quality of administrative and academic support services regarding student satisfaction, providing valuable insights for improving institutional service quality and student retention strategies. The study concludes based on the findings that students generally reported positive perception about the administrative support services provided by the university. This means that these support services meet students' expectations and satisfaction. Additionally, the study also concludes that administrative support service dimension has a positive predictive effect on students' overall satisfaction in higher education. These findings underscore the necessity for universities to continually evaluate and enhance their administrative support services to foster a more satisfying educational environment for students.

7.0 RECOMMENDATIONS

7.1 Enhance Responsiveness

Implement strategies for continuous improvement in the speed of response in administrative offices, such as introducing dedicated staff to handle inquiries and concerns more efficiently.

7.2 Improve Communication

Administrative offices should establish clear communication channels for disseminating information about policies, financial guidance, and administrative processes, ensuring that students are well-informed. This can be done through digital notification systems, such as SMS or email alerts, and regular updating of the university portals with deadlines, policy changes, and financial guidelines.

7.3 Continuous Evaluation

Establish a system for periodic evaluation of administrative support services through student feedback, allowing for ongoing improvements based on evolving student needs.

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