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### Assessing the Effect of Academic Support Services on Students' Satisfaction with Service Quality at Regentropfen University College in the Upper East Region

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**Keywords:**

*Academic Support,  
Student  
Satisfaction,  
Customer Service,  
Higher Education  
Service Delivery.*

This research work was carried out with the aim of investigating the effect of academic support services on undergraduate students' satisfaction with customer service quality at Regentropfen University College in the Upper East Region of Ghana. A quantitative approach and a descriptive design were used to guide the research process. Census sampling technique was employed and data was collected from an accessible population of 464 students, through a closed-ended questionnaire. Descriptive statistics and simple linear regression were the data analysis tools used. The results indicated that students had a positive perception of academic support services, with tutoring services rated positively ( $M = 3.17$ ,  $SD = 1.11$ ), again positive rating for tutors' availability to offer advice to students ( $M = 2.98$ ,  $SD = 1.16$ ) and resource adequacy ( $M = 2.75$ ,  $SD = 1.15$ ). Statistical analysis revealed a significant relationship between academic support services and student satisfaction ( $r^2 = 0.028$ ,  $p < 0.001$ ). The findings underscored the need for continuous improvement in support services to enhance student experiences and satisfaction. This study has established the evidence that when universities offer tailored and effective academic support services to students, the universities would be contributing to enhancing the educational experiences for their students and potentially raising the academic success of these students. It is recommended that universities' Academic Support Services Departments increase accessibility (for instance, setting longer hours or online options), thus removing barriers to the services for students in terms of accessibility and support when they need it. Additionally, it is recommended that the Office of Institutional Research periodically assess academic support services as a way to gain student feedback on the accessibility and usefulness of the supports provided on campus. The data would be useful to implement improvements to the support provided.

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## INTRODUCTION

In order to maintain high levels of academic achievement and high-quality educational experiences for students, the demand for higher education should go beyond quantity and include the provision of quality services (Suglo et al., 2025). 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 in order 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 need to implement better strategies that align 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 indicator of institutional performance in higher education (Elliott & Healy, 2001; Martins & Santos, 2015). Like many other universities, Regentropfen University College (RUC) aims to comprehend and enhance the calibre of its offerings in order to satisfy students' changing needs (Suglo et al., 2025). According to research, there are several facets that affect how satisfied students are with university services, including the general campus atmosphere, administrative response, and academic support (Gruber et al., 2010; Nguyen & Nguyen, 2023). 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 dictated by customer service delivery. As universities work to attract and retain students, knowing and understanding student needs and expectations is essential. Regentropfen University College recognises there is a relationship between customer service, student satisfaction, and institutional reputation, and knows that it needs to provide services that create a positive student experience. As the University continues to face

pressures related to enrollment and diversity and the unique educational experiences of its students, the university has initiated to take a deeper look at customer service.

The need to collect information concerning customer service delivery is the impetus behind this research. The purpose of this study was therefore to evaluate, systematically, the extent to which the University College fulfils students' expectations for service delivery across a variety of domains, such as access, effectiveness of academic support service, responsiveness of administrative processes, and campus climate. This entailed gathering student voice and feedback and analysing it to identify areas of strength and concern in customer service delivery. The findings can certainly be utilised to inform strategic improvement in such a way as to ensure the University College continues to meet students' expectations regarding service delivery in access to, the effectiveness of academic support services, the responsiveness of administrative procedures, and the related campus climate.

### Objectives of the Study

This study was conducted with the aim to:

1. Assess the quality of academic support services and their influence on students' perception of academic success.
2. Ascertain whether there is a significant relationship between academic support services and students' overall satisfaction with the quality of academic service provided by the university.

### LITERATURE REVIEW

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

### Conceptual Framework

This study's conceptual framework was self-developed. The framework is developed using arrow diagrams, which try to demonstrate which variables of the study have influence over the other. In the context of this study, academic and administrative support services are considered the independent variables because these variables are believed to have a modifying power or an influence on students' satisfaction, which is considered a dependent variable. The conceptual framework is illustrated in Figure 1.

**Fig 1: Conceptual Framework Showing the Influential Relationship between Academic Support Services and Students Satisfaction**



The conceptual framework developed illustrates the influential relationship between two independent variables, academic support and administrative support and a dependent variable, student satisfaction. Academic support encompasses services such as tutoring and academic advising, which enhance students' learning experiences and boost their confidence. The framework posits that both types of support directly influence student

satisfaction; effective academic support leads to higher satisfaction through improved academic outcomes. Moreover, the interconnectedness of academic and students' satisfaction support highlights their synergistic effect, where timely academic assistance facilitates academic initiatives, resulting in a more cohesive and positive experience. The novelty of this framework lies in its integrated approach, recognising that student

satisfaction is shaped by academic dimensions, thereby providing practical insights for university administrators.

### THEORETICAL MODEL

The study was guided by the renowned SERVQUAL Model, developed by Zeithaml, Parasuraman, and Berry in the 1980s. This model remains a highly esteemed framework for evaluating service quality. According to this model, the distance between a customer's expectations and their actual perceptions greatly influences service quality. It encompasses five crucial dimensions: tangibles, reliability, responsiveness, assurance, and empathy. Reliability focuses on the consistency and dependability of the services such as academic support services. Responsiveness concerns the ability to promptly and effectively assist customers. In the context of this study, the focus is on the responsiveness of administrative staff towards students' needs and enquiries.

In exploring the impact of administrative and academic support services on students' overall satisfaction with service quality, the SERVQUAL model serves as an ideal theoretical framework. Developed by Parasuraman, Zeithaml, and Berry, SERVQUAL is a widely recognised instrument for evaluating service quality through the lens of customer expectations and perceptions. 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 in relation to academic support. This

study seeks to evaluate how consistently academic services meet student expectations. The responsiveness dimension emphasises the importance of timely assistance and engagement from faculty and staff. In this study, assessing the university's administrative staff's responsiveness to student needs and support services will provide insights into how these factors correlate with student satisfaction. A responsive educational institution can foster a supportive environment that enhances student retention and success (Crosling et al., 2009).

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 analyse 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.

The SERVQUAL model is a strong, solid framework for this research's purposes and undoubtedly has its constraints. One particular criticism of the SERVQUAL model is that it was originally developed for service industries and may not accurately reflect the multiple levels of complexity of the educational space. Academic freedom, peer relationship dynamics, and co-curricular commitments will affect student satisfaction, yet are not included in the SERVQUAL dimensions.

Additionally, the subjective nature of perceptions can create variability in student responses that may/or may not. Including qualitative approaches, such as interviews or focus groups, in future research would lend itself to the opportunity for richer and deeper perspectives of students' experiences and perceptions, as opposed to only the findings of the quantitative measures developed through the SERVQUAL model.

## EMPIRICAL REVIEW

### Academic Support Services and Students' Satisfaction

The research by Kakada et al. (2019) aimed to investigate the influence of various forms of academic support and social support on student satisfaction and relationships at both state and private universities. The researchers used a cross-sectional survey and convenience sampling, selecting a respondent population of 240. The researchers employed descriptive and inferential statistics tools to analyse the data. The results showed that academic support, social support and others were all positively and significantly related to student satisfaction, for both public and private universities. The authors suggested that university policymakers and administration provide and promote the importance of institutional support.

Startup (1972) took a look at student satisfaction of academic services at a provincial university. From a cohort of second-year students, a sample was selected, and the response rate of completing surveys was 70 percent, which was very high. With regard to students' satisfaction of the presentation and content of lectures, the level of satisfaction was high. The survey did reveal areas of dissatisfaction. A group of students felt that there was not enough consultation with them concerning the content of the courses. A sizable group (a quarter of students) were unhappy with the amount of individual help they received from staff.

In their study, Manik and Sidharta (2017) evaluated the level of student satisfaction with academic services using the SERVQUAL assessment tool. The study was conducted on Computer Science and Management high school students in Bandung City, using an explorative method. Data analysis was done using structural equation modeling (SEM). The result of the study showed that SERVQUAL significantly influenced student satisfaction. The result of this study shows that satisfaction with

academic services through SERVQUAL could potentially be improved.

Njuguna (2017) indicated that the provision of quality services that meet students' expectations is critical in any institution that seeks to have a competitive edge. Students' dissatisfaction with service quality in public primary teacher training colleges has been expressed through various forms of indiscipline, which have become rampant in the recent past (Njuguna, 2017). Njuguna (2017) therefore conducted a study with the purpose of establishing the relationship between the quality of student support services and students' satisfaction in Public Primary Teacher Training Colleges in Kenya (PPTTCs). The author employed a Cross-sectional research design with a target population of 3761 second-year students in 21 public PPTTCs in Kenya. The sample size of 390 respondents was determined for the study. Data collection was done using the questionnaire and interview schedule. The study established that there was a significant relationship between library services and students' satisfaction. There was a significant relationship between accommodation services and students' satisfaction. There is no significant relationship between counselling services and students' satisfaction, and a significant relationship was found between medical services and students' satisfaction.

The empirical studies reviewed highlight several geographical and methodological gaps that this research aimed to address. For instance, Yidana et al. (2023) conducted their analysis but did not focus specifically on Ghana, limiting the applicability of their findings to local contexts. Similarly, Hermanto et al. (2020) and Mustafa et al. (2022) conducted studies in Indonesia and Indonesia, respectively, which may not reflect the unique challenges faced by students in the Upper East Region. Furthermore, while some studies employed quantitative methodologies, such as SEM and descriptive statistics, they did not utilise a descriptive survey design, which is essential for capturing a



comprehensive view of student satisfaction in their context. Additionally, studies like those by Kakada et al. (2019) and Njuguna (2017) used varied data collection instruments, whereas this current research relies on a closed-ended questionnaire, allowing for standardised responses that can facilitate comparative analysis. Finally, most studies did not specify a clearly defined accessible population; the current study focused on 464 undergraduate students, which provides a more tailored understanding of student satisfaction in the study's geographical area, filling a crucial gap in the existing literature.

## METHODOLOGY

This study employed a quantitative research methodology in the form of a descriptive study to gather data from students at Regentropfen University College. The choice of a descriptive research design was apt for the purpose of describing and exploring the student experience of customer service delivery across key dimensions. Descriptive statistics were thus employed to provide a summarisation of data and indicate trends and patterns among student responses.

### Population and Sampling

The study's accessible population included 464 undergraduate students. The study included all 464 members in the accessible population as respondents. By taking into account all individuals in the accessible population, the study aimed to improve the generalizability of the findings. This was advantageous for a more in-depth understanding of customer service provision at the University and increased the generalizability of the study within the university context.

### Reliability and Validity of the Instrument

The instrument, which was self-developed, went through a pilot phase where we tested its reliability. We used 15% of the target population for the pilot. We collected and analysed the pilot data using a reliability test based on Cronbach's alpha. The alpha

coefficient was 0.799, indicating good reliability. To help assess validity, we consulted a range of Faculty members with varied research expertise to assess the instrument. The Quality Assurance Director approved the instrument for use, and the Coordinator for the Business Department and the Acting Registrar also assessed the instrument. The validation and reliability processes demonstrate that the instrument can be trusted and considered the best for this study.

### Data Collection Instrument

The study employed a self-developed questionnaire that captured a number of closed-ended statements addressing aspects of the university's reputation, academic support, and overall satisfaction with the quality of services provided by the university. The data collection instrument was designed with a 4-point Likert rating scale. The rating scale options ranged from "Strongly Disagree" (1) to "Strongly Agree" (4). The scale also offered a rating of "Disagree" (2), "Agree" (3) for the students' responses. The scale explicitly represents the nuances of the students' experience through the Likert scale, and the values assigned to response options further enabled consideration of impactful rating scale statements. The range of responses can be interpreted as: a rating of (1.0 - 1.75) indicates very low disagreement and dissatisfaction, a score of (1.76 - 2.75) indicates a low level of disagreement or mild dissatisfaction, and a score of (2.76 - 3.75) indicates high agreement. A score of (3.76 - 4.0) shows strong agreement or high satisfaction and demonstrate a positive experience or perceptions of the services being delivered. The rigour of the structured instrument ensured data were comparable and standardised across respondents. The questionnaires were distributed to students in a representative sample of programs and degrees, which allowed the team to capture a richer, wider variety of feedback from students.

### Data Collection Procedure

The procedure for collecting data commenced with the development of the data collection instrument, submitted to the Director for Quality Assurance for approval first. After this, the research team had verbal discussions with students to explain the research purpose and encourage student participation in the study. The questionnaire was then administered. Data collection occurred over a three-day period. After all the data had been collected, the team cleaned and managed the data for accuracy and reliability. Data cleaning was followed by the analysis of the results and reporting, and analysis and interpretation of the data completed the writing of the research report.

### Analytical Tools

The study used the SPSS for descriptive statistics, computing the mean and standard deviation, in order to evaluate student levels of agreement (satisfaction) or disagreement (dissatisfaction) with the questionnaire items. Additionally, simple linear regression was used to assess relationships between

university reputation, academic support as an independent variable and students' overall satisfaction with service quality.

## RESULTS OF STUDY

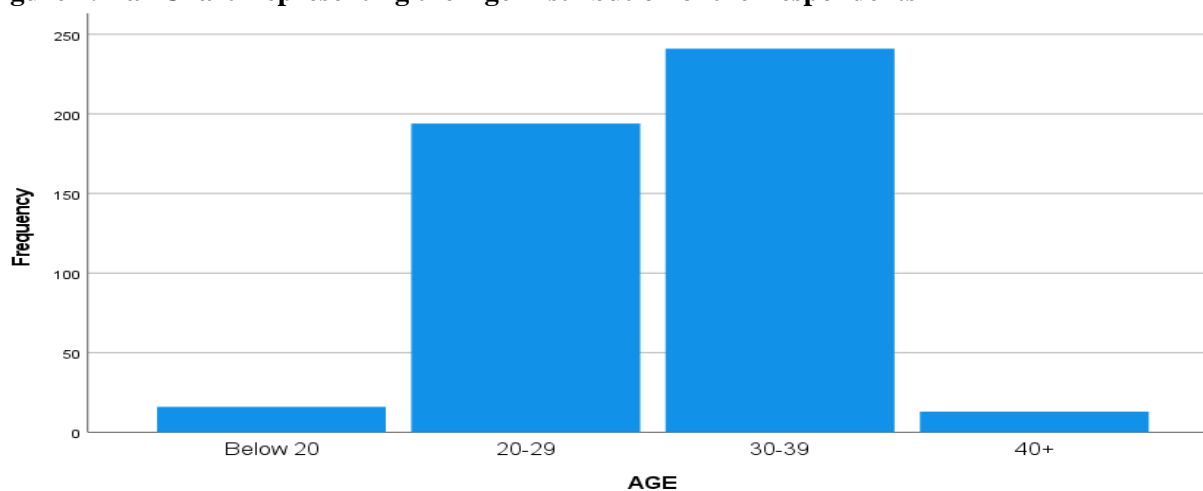
In this section of the study, the results of the study are analysed, interpreted and reported using tables and charts.

### Demographic Profile of Respondents

This section provides an overview of the respondents' demographics, which anchored the variables for the findings. The demographic data summarised characteristics such as age range, sex, qualifications prior to entry into the university, programme of study, level of education, and mode of entry into the university. These variables are important in contextualising the data of the study. The demographic information is visually represented using charts.

#### *Age Distribution*

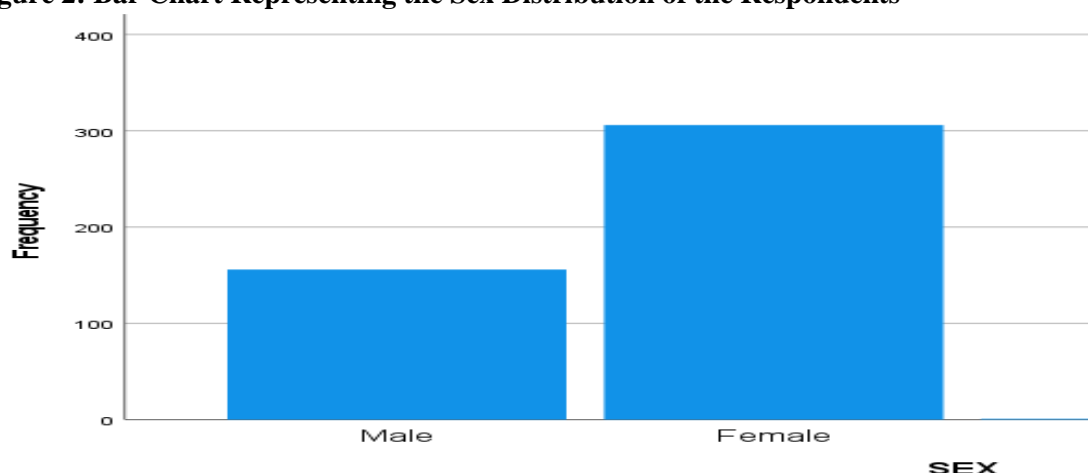
**Figure 1: Bar Chart Representing the Age Distribution of the Respondents**



The largest portion of respondents, 241 (51.9%), were aged 30-39 years, the next largest group, 194 (41.8%), were aged 20-29. Only 16 of the respondents, representing (3.4%), were less than 20 years of age, and 13, representing 2.8% were 40+ years of age. This suggests that the sample is

generally made up of adult learners, which may impact their experiences and viewpoints about the subjects of interest in the study.

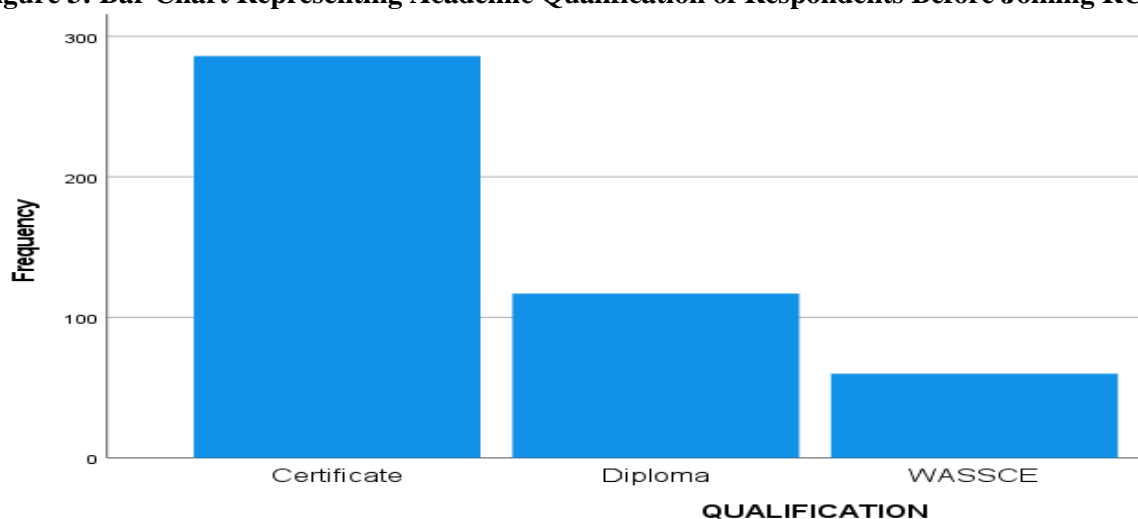
#### *Sex of Respondents*

**Figure 2: Bar Chart Representing the Sex Distribution of the Respondents**

The distribution of sex indicates that a considerable majority of respondents 308, were female (66.4%) compared to 156 male respondents representing (33.6%). This slant may affect the overall findings,

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

#### *Respondents' Qualifications Before Joining RUC*

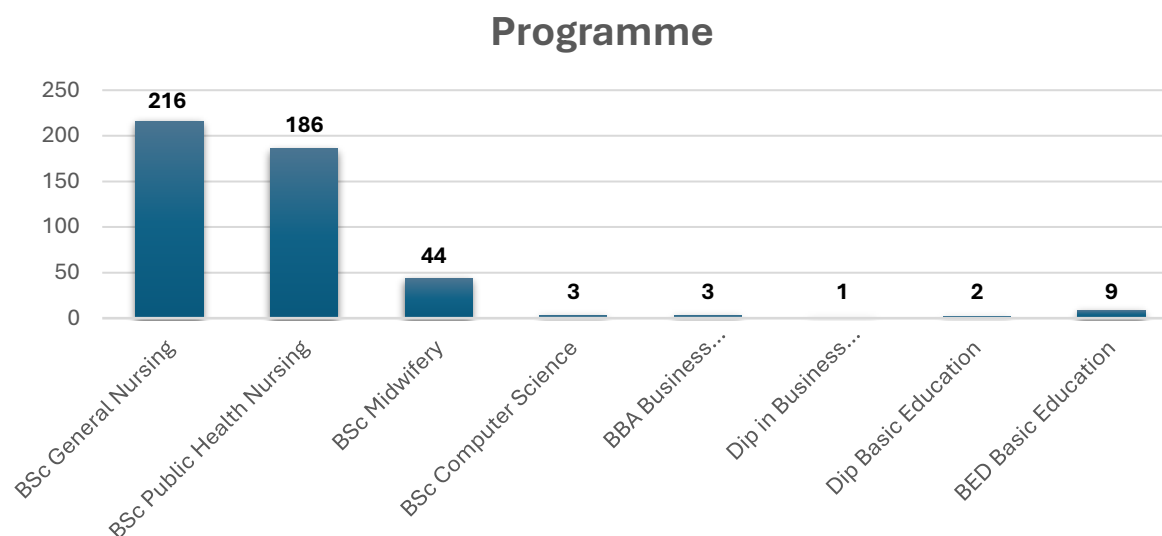
**Figure 3: Bar Chart Representing Academic Qualification of Respondents Before Joining RUC**

The majority of respondents joined the university with a certificate (61.6%). In comparison, thirty-two percent had a diploma (25.2%) prior to starting university, while 13.1% 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.

#### *Respondents' Programme of Study*

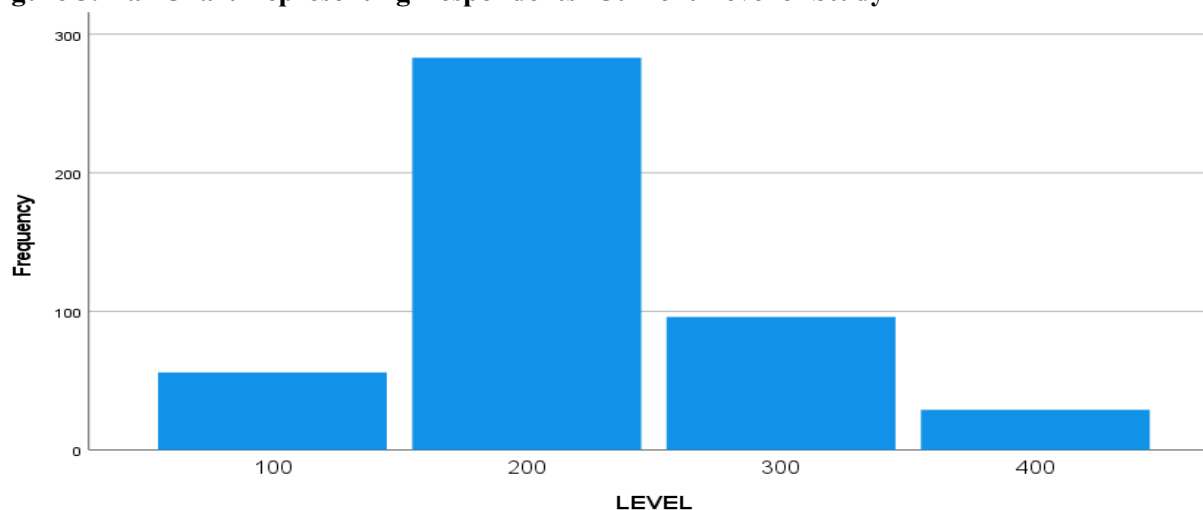


**Figure 4: Bar Chart Representing Respondents' Programme of Study**

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 the 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%). This concentration on health-related disciplines likely lends itself to the focus of the study, which is student satisfaction specifically therein.

#### *Respondents' Current Level of Study*

**Figure 5: Bar Chart Representing Respondents' Current Level of Study**

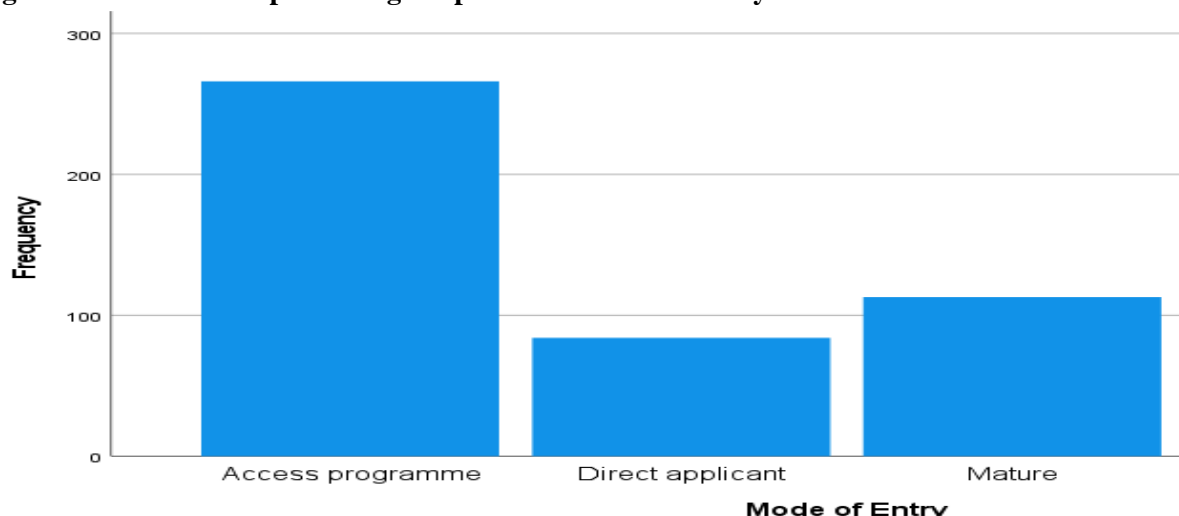
The x-axis variables represent the various year groups of the students in the university. Level 100, 200, 300 and 400 represent year one, two, three and four respectively. Figure 5 shows that respondents predominantly were at Level 200 ( $n = 287$ , 61.0%),

which suggests the study captures the perspectives of students who 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 the first year, more broadly final year and graduating students.

### *Respondents' Mode of Entry into the University College*

**Figure 6: Bar Chart Representing Respondents' Mode of Entry into RUC**



The majority of participants were admitted into university via the Access Programme ( $n = 248$ , 57.3%), followed by mature entrants at ( $n = 81$ , 18.1%), and lastly direct applicants at  $n = 109$  (24.6%). It is notable that the admission process demonstrates the enabling capacity of the university to facilitate access for non-traditional students, which is also likely to impact their level of engagement and satisfaction. The demographic profile indicates a mainly mature, female group with a diverse range of educational backgrounds, with most coming from health-related fields. These stated demographic factors are crucial to help us understand and better interpret the findings of the research.

### **Presentation of Results**

#### *Objective One: Assess the Quality of Academic Support Services and Their Influence on Students' Perception of Academic Success.*

In contemporary education, academic support services are very crucial to the success of students. Academic support services include tutoring, advising, and mentoring, which aim to support the student's academic experience. Understanding the quality of these services is vital for determining students' perceptions regarding their academic success. The goal of this objective was to assess the quality of academic support services provided to students, as well as their influence on students' perceptions of their academic success. In examining these constructs, we would be able to design improvements and better align academic support services with students' needs to contribute to a supportive learning environment.

**Table 1: Academic Support Services**

S/N	STATEMENT	MIN	MAX	M	SD
1	Academic advisors are available when needed.	1.00	4.00	2.98	1.16
2	Tutoring services are easily accessible and effective.	1.00	4.00	3.17	1.11
3	Faculty members are approachable and supportive of students.	1.00	4.00	3.11	1.05
4	The university provides adequate resources for academic success (libraries, online databases).	1.00	4.00	2.75	1.15
5	Workshops for study skills and time management are offered regularly.	1.00	4.00	3.08	1.12
6	There is a clear process for addressing academic grievances.	1.00	4.00	3.02	1.21
7	The curriculum, such as the course outline, is always designed to meet the needs of diverse learners.	1.00	4.00	2.52	1.15
8	Faculty feedback on assignments is constructive and timely.	1.00	4.00	2.73	1.10
9	The academic workload is manageable, with sufficient support.	1.00	4.00	2.78	1.07
10	The university encourages collaboration among students for academic projects.	1.00	4.00	2.56	1.14

**Source: Field data, 2025****Key: min=Minimum    Max=maximum, M=mean    SD=Std. Deviation**

In Table 1, the results point to the perceptions of respondents about academic support available to students, rated on a scale from 1 (strongly disagree) to 4 (strongly agree). One perceived strength as rated by students was the statement, "Tutoring services are easy to access and use," which had a mean of 3.17 (SD = 1.11). Similarly, students' ratings for "Faculty members are easy to work with and care about students" had a mean rating of 3.11 (SD = 1.05), meaning students have a generally positive view of faculty members as it pertains to faculty interactions and support on behalf of students. Lastly, the statement "Study skills and time management workshops are offered on a regular basis" had a mean score of 3.08 (SD = 1.12); students appear to support the idea of value placed on study skills and time management workshops because these are offered on an ongoing basis.

Additionally, Students rated the statement, "Academic advisors are available when needed," a 2.98 (SD = 1.16), so students reported that academic

advisors are available. The statement "The university provided sufficient resources for success (libraries, databases)" received a mean score of 2.75 from students (SD = 1.15), indicating that students were satisfied with the resources supplied. Furthermore, students rated the statement "The curriculum is designed well to meet the needs of diverse learners" a 2.52 (SD = 1.15) and the statement "The faculty feedback on assignments is constructive and timely" a 2.73 (SD = 1.10), all of which demonstrate students satisfaction with academic support services.

***To Ascertain Whether There is a Significant Relationship between Academic Support Services and Students' Satisfaction with the Quality of Academic Service Provided by the University.***

The effectiveness of the academic support system has the potential to shape a student's overall experience and satisfaction in the university. While the academic support system lends itself to an academic and student success argument, it will have

an influence on the students' satisfaction. The current objective is to identify if and how the nature of the academic support system is associated with a student's satisfaction and willingness to recommend

RUC to attract new students. Understanding such a relationship will allow the institution to enhance its academic support system, enhancing the institute's reputation and student enrollment.

**Table 2: Relationship between Academic Support and Students' Satisfaction**

<b>Model Summary</b>								
Model	R	$r^2$	Adjusted $r^2$	Std. Error	Change Statistics F Change	df1	df2	Sig. F Change
1	.167 <sup>a</sup>	0.028	0.026	1.07521	13.178	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.
2.144	0.266		8.08	0.000
0.330	0.091	0.167	3.63	0.000

**Source:** *field data, 2025*

The analysis investigated the relationship between a university's academic support system and students' satisfaction with service delivery. The findings in Table 2 revealed a significant relationship between academic support services and students' satisfaction, indicating that the addition of academic support improves the model's prediction of students'. The model summary reflects a significant relationship, with an  $R^2$  value of 0.028 or an approximation of 2.8% of this variance in students' satisfaction was predicted by the quality of academic support services. The coefficients table illustrates that for every unit increase in the quality of academic support, students' satisfaction increased ( $B = 0.330$ ,  $p < 0.001$ ).

## DISCUSSION OF FINDINGS

### Academic Support Services and Their Influence on Students' Perception of Academic Success.

One of the most important highlights from the assessment of the academic support services is that students view tutoring services as accessible and useful ( $M = 3.17$ ,  $SD = 1.11$ ). In general, students

believe that tutoring services improve their academic performance, which is also well documented in existing literature that supports the premise that personalised academic support positively contributes to students' academic success (Hendriksen et al., 2005). Research supports that students who access tutoring services will have improved academic results, which include receiving personalised feedback for their own learning situation or building a general understanding of the course material in ways that contribute to their own learning confidence (Reinheimer & McKenzie, 2011). Likewise, effective tutoring stimulates retention rates and satisfaction with a student's overall learning experience (Arhin & Laryea, 2020). It is important to recognise the academic success students perceive they gain through tutoring provided in an academic support service system. Institutions must continue to provide, and possibly expand, this component of academic support service to assist in improving student perceptions of their academic success, and that academic support

service can assist with learners' individual needs to create an inclusive learning environment.

Additionally, the findings of Latif et al. (2021) and Crosling et al. (2009) also highlight that developing better academic advising systems, as well as making efforts to respond to student questions in a timely manner, can provide stronger types of student support that may foster student retention.

### **To Ascertain Whether There is a Significant Relationship between Academic Support Services and Students' Satisfaction with the Services Provided by the University.**

The current objective aimed to identify if and how the nature of the relationship between the academic support system and students' satisfaction. Understanding this relationship will allow the institution to enhance its academic support system to stimulate students' learning success. The results in Tables 2 and 3 revealed various coefficients and their implications. The results revealed a significant relationship between academic support services and students' satisfaction;  $r^2 = 0.028$ , ( $F(1, 462) = 13.178$ ,  $p < 0.001$ ). The findings signify the importance of strong academic support to increase satisfaction among students. The substantial coefficients related to academic support indicate that increasing academic support would significantly improve students' satisfaction. This finding of the study relates to other findings in the literature by different authors. For instance, the study of Kakada et al. (2019) aimed to investigate the influence of academic support and other variables on student satisfaction and their relationships in private and state universities. The authors employed a cross-sectional survey and adopted a convenience sampling technique to select the participants for their study. Their results indicated that academic support, social support, and others are positively and significantly related to student satisfaction in both state and private universities. Additionally, Startup (1972) investigated student satisfaction with academic services at a provincial university. The author found

that student satisfaction with the presentation and content of lectures was high. However, there were areas of dissatisfaction as some students felt that there was not enough consultation with them concerning the content of the courses. Also, Manik and Sidharta (2017) measured the level of student satisfaction with academic services with the SERVQUAL measuring tool. The result of their research showed that there is a significant influence of SERVQUAL on student satisfaction.

### **CONCLUSION**

The findings of this study highlight students' perceptions of academic support services and how these services stimulate their academic success. The results in Table One revealed that the tutoring services were perceived as highly accessible and effective. This indicates that when students are given sufficient academic support, they would feel sufficiently confident in their academic abilities, and they will have more positive academic behaviour during their academic journey. The regression analysis in Tables 2 & 3 also showed a significant relationship between the academic support services and students' satisfaction. This study demonstrated that effective academic support services positively affected students' satisfaction. The implication of these findings is that effective improvement of academic support services will lead to improved students' satisfaction and therefore greater opportunity or ability for a positive perception of academic success. This study, in part, contributes to the evidence that universities need to continually assess their academic support service through the lens of the students' expectations of satisfaction. By engaging and improving the routine of academic support services, a university may enhance the educational experiences for its students and potentially raise the academic success of its students.



## Recommendations

### The following actionable recommendations are made:

To begin, universities' Academic Support Services Departments could increase accessibility (for instance, setting longer hours or online options), thus, removing barriers to the services for students in terms of accessibility and support when they need it.

Additionally, it is recommended that the Office of Institutional Research periodically assess academic support services as a way to gain student feedback on the accessibility and usefulness of the supports provided on campus. The data would be useful to implement improvements to the support provided.

Also, it would be beneficial for universities to implement comprehensive training programs for academic advisors and tutors that develop their skills to cater to various student needs and create a feeling of support for all students.

Lastly, the Curriculum Development committee may want to look at leveraging student feedback, to establish needs for diverse learners and review their curriculum to meet these needs by adjusting course outlines and teaching approaches. These suggestions provide a pathway to improve the quality of academic support provided by universities to allow for improving student satisfaction and improving digitally mediated academic outcomes.

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