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SERVICE DELIVERY MEASURES AND STUDENTS' ACADEMIC PERFORMANCE IN BUSINESS EDUCATION IN UNIVERSITIES IN KWARA STATE

By

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Abstract

The study determined the relationship between lecture service delivery and business education students' academic performance in Universities in Kwara state. It also investigated the level of business education students' academic performance in Universities in Kwara State. The study further examined the relationship between service delivery of some units (counselling, health service and library service) and business education students' academic performance in Universities in Kwara state. The study adopted survey research design. The population of the study consists of 300 business education students out of which a sample of 196 respondents was selected for the study using simple random sampling technique. Two instruments, titled "Service Delivery Measures Questionnaire" (SDMQ) and "Students' Academic Performance Pro-formal" (SAPP), were used to collect relevant data. Five research questions and four corresponding research hypotheses were formulated and tested using Pearson-Product-Moment Correlation Statistics (PPMC) at a significance level of 0.05. The findings of this study revealed that, there was a significant relationship between service delivery measure and business education students' academic performance ($r\text{-cal} = .644$, $p\text{-value} > 0.05$). The finding also showed that there was a significant relationship between lecture service delivery and business education students' academic performance with the calculated $r\text{-value} = .565$, $p\text{-value} > 0.05$. There was a significant relationship between counselling service delivery and business education students' academic performance with the calculated $r\text{-value} = .486$, $p\text{-value} > 0.05$. There was a significant

relationship between health service delivery and business education students' academic performance with the calculated r-value = .547, p-value > 0.05, There was a significant relationship between library service delivery and business education students' academic performance with the calculated r-value = .532, p-value > 0.05). The study concluded that service delivery measure has a significant positive effect on business education students' academic performance in Universities in Kwara state. Based on the findings of this study, appropriate recommendations were made by the researchers.

Keywords: Service delivery, students' welfare, students' academic performance and university management system.

Introduction

The growth and development of any nation is hinged on the level of education attained by its citizens. In other words, education is the bridge to the development of any nation.

According to The Design-Based Research Collective (2003), academic service according to The Design-Based Research Collective (2003), academic service is a teaching method that promotes student learning through active participation in meaningful planned service to the community related to course content. It is founded on experiential learning theories, transformation theory, critical reflection and education as preparation for civic responsibility.

On the other hand, transformation means a complete change from one situation to another, a total departure from the old order to a new one through deliberate effort. This implies changing university education into a new order whereby it is placed on a better pedestal to serve students, stakeholders and the nation better. In this study, academic service delivery shall be considered from these perspectives: Academic Advising, Academic Guidance and Counseling, Administrative Service, Library Service, Health Service, Safety Service, Academic Relations with Students, Academic and Social Support, Hygiene and Care of Physical Areas, and Students' Activities. Academic advising has to do with giving timely and gentle instruction to students on how to improve their academic pursuits.

Out of the educational quality stakeholders, students are considered to be one of the most important ones, as these are directly affected by the quality of service and satisfaction of other stakeholders like parents, employer, etc. is dependent upon students' satisfaction. Considering what makes students satisfied has been widely discussed by the researchers. One of the tools used by the researchers is service delivery. Service delivery has been widely accepted and used where so ever service delivery is going to be studied. This paper is aimed to study the impact of service delivery on the satisfaction and motivation of students with teaching quality of higher learning institutes. The impact of satisfaction and motivation is also discussed in the form of students' performance. This would be a valuable contribution in educational researcher, and it will show the importance of service delivery for better performance of Business education students.

Concept of Students' Academic Performance

Students' performance has for long generated a lot of interest among educators, researchers, parents, government officials and the students themselves. Academic performance is defined according to Kobaland and Musek (2001) as performance on task with measures including comprehension, quality and accuracy of answers of tests, quality and accuracy of problem-solving, frequency and quantity of the desired outcome, time or rate to the solution, time on task, level reasoning and critical thinking, creativity, recall and retention, and transfer of tasks. Gouch (2009) viewed students' performance as how students deal with their studies and how they cope with or accomplish different tasks given to them by their teachers. In other words, the students can study and remember facts and being able to communicate knowledge verbally or down on paper. Students' performance has to do with their ability not only to understand and assimilate facts but to be able to recall the facts they have learnt in the future. According to Obidegwu (2018), the performance of learners depends largely on the quality of training received by teachers in test construction.

However, in education, a child's academic performance could be defined as the learning outcomes of the child. This includes the knowledge, skills and ideas, acquired and obtained through their course of study within and outside the

classroom situation (Epunam, 1999) cited in (Okorie, 2014). It is the outcome of determination, hard work of students in 'academic pursuit. Pandney (2008) defined academic achievement as the performance of the pupils in the subjects they study in the school. This determines the pupils' status in the class. This gives children an opportunity to develop their talents, improve their grades and prepare for future academic challenges.

Service Delivery and Teaching and Learning Process in Universities

According to Suzanne (2016), service delivery quality is a balance of services an institution gives compared against the customer's expectations. In most modern universities, students have varied needs, most of which the university staff ought to meet. Students' needs are compared against the services offered that determine student satisfaction. Due to the rising competition rate amongst universities, they should maintain a market-oriented strategy to have a competitive advantage. For universities to achieve this, they need to understand student needs and develop strategies for meeting them. This strategy is vital in meeting rivalry in the current market trends.

According to Parasuraman, Zeithaml and Berry (1986), customers are the backbone of any thriving organization. Student satisfaction, in this case, plays a significant role in identifying the authenticity of the institution under review. This is because the needs of the students, who are the customers in this case, start even before they join the various institutions (Kumar, 2013). Hatch (2003) thought contrary about this. He assumed that student satisfaction only begins once they have joined the respective institutions. They believed that satisfaction is a matter of experience and perception while at the organization instead of notions that have been overheard.

Service delivery is essential in any institution and this case, university education. It builds the institutions reputation to prospective students and employees since they all want the best out of the available institutions. As demand for universities is rising, so is the competition amongst universities to attract more students. They are doing so by coming up with modern facilities, such as libraries, research laboratories, and many other facilities that would make these places of learning more conducive to study. Education is the

backbone of any progressing economy since it provides knowledge and technique for economic drivers, such as production and trade.

Considering that education is a service just like other products offered in the market, there is undeniable competition on who provides the best and who produces the best students to the job market. Education is in the service delivery industry that has much competition lately. This has made most universities open up campuses in other countries worldwide while others adopt different modes of learning for instance, internet-based studies where students are able to access class sessions either at home or while at work over the internet. All this is in an attempt to beat the rising levels of competition and provide education to people who cannot access direct classrooms because of other issues holding them back (Suzanne, 2016).

It is easy to distinguish one university from the other by its urge to achieve customer satisfaction. This is measurable by a university's long-term existence determined by the quality of services offered and the effort it incurs to remain competitive. This makes quality services and customer satisfaction a trend to maintain amongst universities globally. This ensures that modern institutions remain competitive, which implies that the quality of skill released to the job market is also quality, which in turn implies economic growth.

In Nigeria, many standards have been brought about to ensure that students get the best out of their universities. This is because the job market is highly competitive, requiring competitive skill for one to get a vacancy. For instance, the ministry of higher education is working with various institutions that are sponsoring the innovative activities of students. The ministry is also promoting various institutions into institutions of higher learning by investing in better laboratories for instance, the establishment of technical schools in Minna, Akure and Owerri, respectively. By so doing, more students get chances to join these institutions of higher learning, a condition that poses competition to existing universities that offer the same courses.

Empirical Review of Studies on Service Delivery and Student Academic Performance

Charles (2014) examined the relationship between service quality in the classroom as a predictor of academic engagement, academic performance, and

students' satisfaction. The study was founded on the abolished model of service delivery and work of Parasuraman, Zeithaml and Berry. The adapted SERVQUAL instrument was used to access the relationship between the variables, students' satisfaction and academic performance. The result revealed a significant positive relationship between each of the five dimensions and the two variables, students' satisfaction and academic engagement. The third variable academic performance had no significant relationship with service quality or any of the five dimensions of the SERVQUAL.

Consecutively, Elizabeth (2015) assesses the services delivered by the existing Guidance and Counselling units in secondary schools in Kenya based on a survey conducted in Eldoret Municipality in Uasin Gishu County, Kenya. From the results, the services delivered within these units were varied. Physical and human resources were also not well distributed in all schools. The type of school did not have an influence on services delivered. Both private and public were not aware of the MOEST guidelines on the provision of Guidance and Counseling services.

Melina, Samanther, Jenna and John (2016) examined the association between school-based health center (SBHC) presence and school-wide measures of academic achievement and college preparation efforts. Findings suggest that SBHC presence is positively associated with college preparation outcomes but not with academic achievement outcomes (graduation rates or meeting state graduation requirements).

Leo (2016) investigated the influence of Library service on Students Academic Performance in Ordinary Certificate of Secondary education examination in Mtwara Mikindani Municipality, Tanzania. The findings revealed that some of the Secondary Schools in Mtwara Mikindani Municipality had no libraries. Moreover, the students from secondary with libraries and enough materials were observed to perform better in CSEE than secondary schools with no libraries and enough materials because the availability of well-equipped libraries encourage learning habits and strengthened students study skills which result to the performance of the students CSEE.

Meanwhile, Ali (2017) studied the quality of educational services and their effect on students' satisfaction in an empirical study on students of Alrifaaq private university in Libya. The study reached number of results such as:

Improvement quality of educational service reflected positively on the level of student satisfaction. The study also revealed a statistically indicative effect of quality of educational service on student satisfaction at an indication level value (0.05).

Statement of the Problem

Service delivery measures (SDM) are the most visible components of educational provision and stakeholders often note their absence. Quality service delivery is one of the key building blocks in any education system. Only if services are delivered with a certain quality will learners' access and use them and ultimately improve their knowledge and skills status

Although previous studies agreed that education quality can be determined by multiple dimensions that help the higher education institutions to design appropriate value propositions, which factor(s) influence the students' perception about these dimensions is relatively unexplored. Therefore, this research will identify and measure how service delivery influences business education students' academic performance in universities in Kwara state.

Purpose of the Study

The main purpose of this study is to examine service delivery measures and students' academic performance in Business education in Universities in Kwara State. Specifically, the study seeks to;

1. determine the relationship between lecture service delivery and business education students' academic performance in Universities in Kwara State;
2. investigate the level of business education students' academic performance in Universities in Kwara State;
3. examine the relationship between counselling service delivery and business education students' academic performance in Universities in Kwara State;
4. examine the relationship between health service delivery and business education students' academic performance in Universities in Kwara State; and

5. investigate the relationship between library service delivery and business education students' academic performance in Universities in Kwara State.

Research Question

Based on this study, this research question was raised:
What is the level of business education students' academic performance in Universities in Kwara State?

Research Hypotheses

The following hypotheses were formulated and tested in the study;

H01: There is no significant relationship between service delivery measures and business education students' academic performance in Universities in Kwara State.

H02: There is no significant relationship between lecture service delivery and business education students' academic performance in Universities in Kwara State.

H03: There is no significant relationship between counselling service delivery and business education students' academic performance in Universities in Kwara State.

H04: There is no significant relationship between health service delivery and business education students' academic performance in Universities in Kwara State.

H05: There is no significant relationship between library service delivery and business education students' academic performance in Universities in Kwara State.

Methodology

The survey research design was adopted in the study. The population of this study comprised 300 business education students of all Universities in Kwara State. However, the target population was only the 300 level and 400 level business education students of these institutions. Preliminary investigation of the researcher shows that there are three universities in Kwara State that offered business education: University of Ilorin, Kwara State University, and Al-

Hikmah University. However, only government owned universities in the State that offers business education was used for the study. The universities and number of 300 and 400 level business education students in each of the institution are showed in the Table 1:

Table 1:
Analysis of 300 and 400 level business education students of Universities in Kwara State.

S/n	Institutions	No of students
1.	<i>University of Ilorin</i>	<i>102</i>
2.	<i>Kwara State University</i>	<i>94</i>
<i>TOTAL</i>		<i>196</i>

Research Question 1: What is the level of business education students' academic performance in Universities in Kwara State?

Table 2:
Mean and Standard Deviation of the Level of Students' Academic Performance

S/n	Class of degree	$\bar{X}$	Sd	Decision
1.	1 st Class	1.21	.45	Low
2.	2 nd Class Upper	1.79	.56	Average
3.	2 nd Class Lower	2.94	.89	High
4.	3 rd Class	1.69	.83	Average
5.	Pass	1.56	.59	Low
	Grand Mean	1.84		

Key:

$\bar{X}$ = Mean Score

1.00 -1.59 = Low

1.60 -2.59 = Average

2.60 - 5.00 = High

Table 2 shows the mean and standard deviation of the level of business education students' academic performance in Universities in Kwara State. Hence, students' academic performance was found to be high with students having 2nd class lower with a mean score of 2.94, students having 2nd class upper and 3rd class were found to be average with mean scores of 1.79 and 1.69 respectively while 1st class and pass students were low with mean scores of 1.21 and 1.56 respectively. Hence, the grand mean of 1.84 indicated that the level of business education students' academic performance in Universities in Kwara State was average.

Hypotheses Testing

H₀₁: There is no significant relationship between service delivery measures and business education students' academic performance in Universities in Kwara State.

Table 3:
Service Delivery Measures and Students' Academic Performance

Variable	N	$\bar{X}$	SD	df	r-cal	P-value	Decision
Service Delivery Measures	196	2.83	.73				
				185	.644	.000	Ho ₁ Rejected
Students' Academic Performance	196	3.35	.97				

*Significant $P < .05$

Table 3 shows the calculated r-value of .644 while p-value (0.000) is less than the significance level (0.05) for 185 degrees of freedom. Therefore, the hypothesis which states that there is no significant relationship between service delivery measures and business education students' academic performance in Universities in Kwara state is rejected. The finding reveals that there is significant relationship between service delivery measure and business education students' academic performance in Universities in Kwara state.

Ho₂: There is no significant relationship between lecture service delivery and business education students' academic performance in Universities in Kwara state.

Table 4:

Lecturer Service Delivery and Students' Academic Performance

Variable	N	$\bar{X}$	SD	df	r-cal	P-value	Decision
Lecturer Service Delivery	187	2.70	.82				
Students' Academic Performance	187	3.35	.97	185	.565	.000	Ho ₂ Rejected

*Significant $P < .05$

Table 4 shows the calculated r-value of .565 while p-value (0.000) is less than the significance level (0.05) for 185 degrees of freedom. Therefore, the hypothesis which states that there is no significant relationship between lecture service delivery and business education students' academic performance in Universities in Kwara state is rejected. The finding reveals that there is significant relationship between lecture service delivery and business education students' academic performance in Universities in Kwara state.

Ho₃: There is no significant relationship between counseling service delivery and business education students' academic performance in Universities in Kwara State.

Table 5:

Counselling Service and Students' Academic Performance

Variable	N	$\bar{X}$	SD	df	r-cal	P-value	Decision
Counselling Service	187	3.21	.98				
				185	.486	.000	Ho ₃ Rejected
Students' Academic Performance	187	3.35	.97				

*Significant $P < .05$

Table 5 shows the calculated r-value of .486 while p-value (0.000) is less than the significance level (0.05) for 185 degrees of freedom. Therefore, the hypothesis which states that there is no significant relationship between counseling service delivery and business education students' academic performance in Universities in Kwara state is rejected. The finding reveals a significant relationship between counselling service delivery and business education students' academic performance in Universities in Kwara state.

Ho₄: There is no significant relationship between health service delivery and business education students' academic performance in Universities in Kwara State.

Table 6:

Health Service Delivery and Students' Academic Performance

Variable	N	$\bar{X}$	SD	Df	r- cal	P- value	Decision
Health Service Delivery	187	3.18	1.08				
				185	.547	.000	Ho ₄ Rejected
Students' Academic Performance	187	3.35	.97				

*Significant $P < .05$

Table 6 shows the calculated r-value of .547 while the p-value (0.000) is less than the significance level (0.05) for 185 degrees of freedom. Therefore, the hypothesis which states that there is no significant relationship between health service delivery and business education students' academic performance in Universities in Kwara state is rejected. The finding reveals a significant relationship between health service delivery and business education students' academic performance in Universities in Kwara state.

Ho₅: There is no significant relationship between library service delivery and business education students' academic performance in Universities in Kwara State.

Table 7:

Library Service Delivery and Students' Academic Performance

Variable	N	$\bar{X}$	SD	Df	r-cal	P-value	Decision
Library Service Delivery	187	2.88	.66	185	.532	.000	H ₀ is Rejected
Students' Academic Performance	187	3.35	.97				

*Significant $P < .05$

Table 7 shows the calculated r-value of .532 while p-value (0.000) is less than the significance level (0.05) for 185 degrees of freedom. Therefore, the hypothesis which states that there is no significant relationship between library service delivery and business education students' academic performance in Universities in Kwara state is rejected. The finding reveals that there is significant relationship between library service delivery and business education students' academic performance in Universities in Kwara state.

Discussion of Findings

The findings of research question 1 in Table 2 shows that the level of business education students' academic performance in Universities in Kwara State was average. This shows that business education students in Kwara State Universities are not performing below expectation, but they perform as extraordinarily. Students' performance has to do with their ability to not only understand and assimilate facts but to be able to recall the facts they have learnt in the future. However, their performance can be shaped by many other factors outside the students' control. This confirms Obidegwu (2018) statement, which

expressed that learners' performance depends largely on the quality of training received by teachers in test construction.

The findings from the main hypothesis as contained in Table 3 showed that, that there is a significant relationship between service delivery measure and business education students' academic performance in Universities in Kwara state. The findings buttressed that of Ali (2017) which found that, there is a statistically indicative effect of quality of educational service on student satisfaction at an indication level value (0.05). However, the study disagrees with that of Charles (2014), which revealed a significant positive relationship between each of the five dimensions and students' satisfaction and academic engagement but no significant relationship with students' academic performance.

The research question one and null hypothesis 1 as shown in Table 4 showed a significant relationship between lecture service delivery and business education students' academic performance in Universities in Kwara state. This showed a positive and significant relationship between lecture service delivery and business education students' academic performance. The implication of this is that once the lecture service increases, the business education students' academic performance will also increase. The findings supported that of Bryan, Troy and Ariana (2011) which found that students who received lectures had consistently higher exam scores than students who did not.

The result of null hypothesis 2 shown in Table 5 showed a significant relationship between counselling service delivery and business education students' academic performance in Universities in Kwara state. This showed a positive and significant relationship between counselling service delivery and business education students' academic performance. The implication of this is that an increase in counselling service delivery will consequently facilitate an increase in the business education students' academic performance. The findings agree with the findings of Benard and Achigbulu (2018), which found that Guidance and counselling programme has a positive impact on students' academic performance.

The result of null hypothesis 3 shown in Table 6 showed a significant relationship between health service delivery and business education students' academic performance in Universities in Kwara state. This showed a positive

and significant relationship between health service delivery and business education students' academic performance. The implication of this is that an increase in health service delivery will cause an increase in business education students' academic performance. The study corroborated that of Melina, Samanther, Jenna and John (2016), which found that school-based healthcare presence is positively associated with college preparation outcomes but not with academic achievement outcomes (graduation rates or meeting state graduation requirements).

The findings from null hypothesis 4 shown in Table 7 showed a significant relationship between library service delivery and business education students' academic performance in Universities in Kwara state. This showed a positive and significant relationship between library service delivery and business education students' academic performance. The inference of this is that an increase in library service delivery will enhance increases in business education students' academic performance. The findings agreed with that of Maya and Bala (2020), which found a significant and remarkable relationship between library usage and students' academic performance and success.

Conclusion and Recommendations

It can be concluded based on the study's findings that service delivery measure has a significant and positive effect on business education students' academic performance in Universities in Kwara state. In essence, school health service, counselling service, lecture service, and library service quality significantly influence business education students' academic performance in Universities in Kwara state.

Based on the findings of the study, the following recommendations are made;

- i. The lecturers in the Universities in Kwara State should be encouraged and trained by the school management regularly on the best way to deliver their instructions that will enhance students' understanding, which will increase academic performance.
- ii. The management of the Universities in Kwara State should work on the quality and functionality of their healthcare system as it contributes to

- academic life in the universities and have tendency to enhance students' satisfaction which could stimulate increasing academic performance.
- iii. Both federal and state governments should provide the necessary financial resources to each university to continue providing up-to-date textbooks and other library materials.
 - iv. The school management should provide regular and timely training and development programs for workers of the counselling units of the universities in Kwara State as they have the tendency to bring about student mental stability towards learning.
 - v. From time to time, the federal Ministry and state ministry of education should be carrying out service delivery survey in all the universities in Kwara State to determine on time factors related to service delivery, which can cause the students to perform below expectation.

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