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Academic service quality delivery as predictor of students' satisfaction and academic performance: Case study of Adamawa State College of Education Hong, Nigeria

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Abstract
Academic service quality is very essential variable in the contemporary period for educational institution survival and comparative advantage among tertiary institutions in the Sub-Saharan Africa. In the context of North-east, Nigeria which was caught of persistent insecurity over a decade, many schooling facilities both human and material were destroyed by insurgence of Boko-haram. This study examined Academic service quality delivery as predictor of students. satisfaction and academic Performance in Adamawa State Colleges of Education Hong. The study used a survey design quantitative approach. A total sample of 238 respondents comprising both NCE and Undergraduate students of the College was used, which is collected through a simple random sampling procedure. The findings revealed that Students highly perceived the presence of overall Academic service quality delivery in Adamawa State College of Education Hong and Empathy dimension was perceived most, also there exist a significant difference in evaluation of Academic service quality based on study level of respondents, where NCE students perceived higher. Furthermore, Academic service quality has a significant positive relationship with students. satisfaction and academic Performance. Similarly, it significantly predicts students. satisfaction and academic performance, accounting for a considerable proportion of the variance. The study indeed, has added value to existing relevant literature and provided empirical evidence from the context of colleges of education. For future research, it is suggested that the relationship and predictive impact of dimensions of service quality on students' retention and engagement be studied using a mixed-methods approach across tertiary institutions in Adamawa State, Nigeria.

Keywords: Academic Service Quality, Satisfaction, Academic Performance.

1. Introduction

Education is essential tool for national development and advancement in any given country, it is also a cursor for nation building, economic growth and political enlightenment. The tertiary education sector has experienced histrionic fluctuations due to the contemporary global advancement in information and communication technology (ICT). This development indeed deepened competition among higher education institutions through strict adherence to standard and quality assurance in both academic and administrative service delivery. The essence of standard is to make education issue-oriented and relevant to the present

dynamism of the globe. The development of customer-oriented approach and intense competition among knowledge providers that was manifested through the phenomenon of commodification of knowledge, no doubt has gained momentum in universities recently across nations. Meanwhile, as the cost of acquiring higher education becoming higher, the students increasingly saw themselves as customers who ought to be served conveniently in terms of norms and values of quality service delivery and accuracy (Usman et al, 2023).

Tertiary institutions in Nigeria are mandated to strive competitively in developing human resources needed and to provide quality academic services that foster students' learning outcomes and overall satisfaction. Service quality in education refers to the extent to which an institution meets or exceeds students' expectations Higher education institutions particularly colleges of education in the North-East Nigeria, faces myriad challenges which includes insecurity, infrastructural deficits, low enrolment rate and resource constraints that directly affect operational realities and educational service delivery (UNESCO, 2022).

Academic performance remains a major concern in Nigerian Colleges of Education. Reports from NCCE (2021) indicate that poor service delivery contributes to poor academic outcomes, attrition, and low teacher quality.

As one of the major teacher training institutions in the North-east zone, Adamawa State College of Education Hong plays a strategic role in human capital development for the region. However, institutional reports suggest that students' experiences with tangible academic services such as classrooms, libraries, ICT facilities, and learning materials remain unpredictable.

The five service quality dimensions namely; Tangibility, Reliability, Responsiveness, Assurance and Empathy are very crucial in assessing the overall service quality delivery of an institution. More so especially the tangibility, which reflects the physical evidence of service, is highly relevant in resource-constrained settings where visible facilities often shape students' perceptions of quality since in most cases, students judge service quality with tangible instructional tools (Minja et al., 2024). Thus, the essence of this study is to examine the academic service quality delivery and its influence on Students' Satisfaction and Academic Performance in Adamawa State College of Education Hong.

Statement of the Problem

Tertiary education in Nigeria has grown persistently over the years, more and more higher education institutions have been established on yearly basis either by the Government or private individuals. Huge investments have been made by the government through Tertiary Education Trust Fund (TETFUND) over the years in terms of physical infrastructure, educational equipment and Academic and non-academic staff development. Most of these interventions were solely made to prepare our local institutions for global competition and advantage. However, recently most of our Tertiary institutions were ranked not less than 400 in the global ranking system (Times Higher Education 2023). The most affecting indicator that led to the low ranking of Nigerian institution is on quality research practice and academic service quality delivery. In addition, it is observed that in the North-east there are dwindling enrolment rate problems in some higher education institution especially colleges of education and polytechnics. Therefore, it has become an imperative to investigate the academic service quality delivery in these institutions, so as to ascertain their competitive advantage among institutions and students' satisfaction. This study is

aimed and focused at assessing academic service quality delivery in Tertiary institutions with reference to Adamawa State College of Education Hong.

The main objective of the study is to assess the quality of academic service delivery in higher institution. To achieve this, the following objectives are set as follows: -

1. To identify the overall academic service quality delivery in Adamawa State College of Education Hong.
2. To examine whether there is significant difference in quality perception based on students' study level
3. To examine the extent to which academic service quality delivery is related to student's satisfaction and academic performance in Adamawa State College of Education Hong.
4. To ascertain the influence of academic service quality delivery on students' academic preformation.
5. To examine the influence of academic service quality delivery on students' satisfaction

2. Literature Review

Overview of Service Quality

Academic service quality has become an important area of investigation in higher education because students interact with academic and administrative services throughout their educational experience.

The word "quality" has been defined differently by many scholars under different situations. The obvious thing regarding this phenomenon is that most of the definitions are narrowed towards customer-satisfaction in both production and service industries including educational sector. In an introduction, Jain (2001) easily defined quality as the degree to which a product or service meets the requirements of customers or simply the fitness of product or service for its intended use.

Fascinatingly, service quality literatures reviewed revealed that several fields of human endeavour have been examined in terms of academic and administrative quality service delivery, customer loyalty, satisfaction, validity of quality measuring models etc. In reference to that, studies have been conducted in assessing service quality delivery and customer satisfaction in areas such as hospitality industry, entertainment classroom, military, library, sport, accommodation, tourism etc. for example, Usman & Fatimatu (2019), examined administrative service quality delivery in the public tertiary institutions in Malaysia, while Taeshik & Youjae (2018), surveyed service quality delivery in their study conducted in private institutions of higher education in Asian Countries. The essence of all these studies is to assess the periodic evaluation of service quality based on the experiences and expectation of the service users or customers.

Concept of Academic Service Quality

Academic Service Quality refers to students' evaluations of the quality of academic and related institutional services they experience during their education. These services may include teaching and academic guidance, registration and examination administration, access to academic information, responsiveness to student enquiries, availability of learning resources and the conduct of personnel responsible for supporting students.

Abbas (2020), in developing the Higher Education Institutions Service Quality (HEISQUAL) framework, identified seven broad themes, including teachers' profiles, curriculum, infrastructure and facilities, management and support staff, employment quality, safety and security, and students' skills development SERVQUAL model also has been applied in higher education research. For example, Rahmawati et al. (2023), examined university students' satisfaction with the learning process through the five SERVQUAL dimensions. Their study demonstrates the applicability of these

dimensions to the assessment of students' experiences of teaching and learning.

Similarly, Cronin and Taylor (1994), proposed SERVPERF, a performance-based approach that measures perceived service performance without requiring the separate comparison of expectations and perceptions. Abdullah (2006) subsequently compared higher education service-quality measurement instruments and proposed HEdPERF as a context-specific alternative.

Concept of Academic Performance

Academic Performance refers to the extent to which students demonstrate achievement in their educational programmes. It may be assessed through examination scores, GPA, continuous assessment results, grade-point averages, course grades or other recognized indicators of academic attainment (York et al, 2019).

In a College of Education, academic performance may be reflected in students' achievement across courses, their cumulative academic results and their progress through the programme within the period of study.

Academic Performance and Academic Service Quality

Academic service quality may be relevant to academic performance because institutional services help create the conditions in which students participate in learning. Reliable and Responsive lecturers and academic advisers can assist students in resolving learning difficulties.

In their precious study on service quality, Peña-Lang, Barrutia and Echebarria (2023) examined the relationship between service quality and students' academic achievement. Their findings provide empirical support for investigating service quality as an essential factor that predicts academic outcomes, including the possible relevance of dimensions such as empathy, reliability, responsiveness and assurance in assessment of the influence between the two variables.

More directly, Oliso, Alemu and Jansen (2024) explored educational service quality and academic performance in Ethiopian public universities. Their study confirmed the relationship between educational service quality, academic performance and the mediating role of students' satisfaction. This research is particularly relevant to the present study because it scope resided within a public higher education context.

Furthermore, Ngo et al. (2025) also studied university service quality, student experiences, academic performance and institutional loyalty in Vietnam. Their findings unveiled that service-quality dimensions were highly related to student engagement, motivation and satisfaction, while engagement and motivation positively predicted academic performance and institutional loyalty.

Concept of Students' Satisfaction

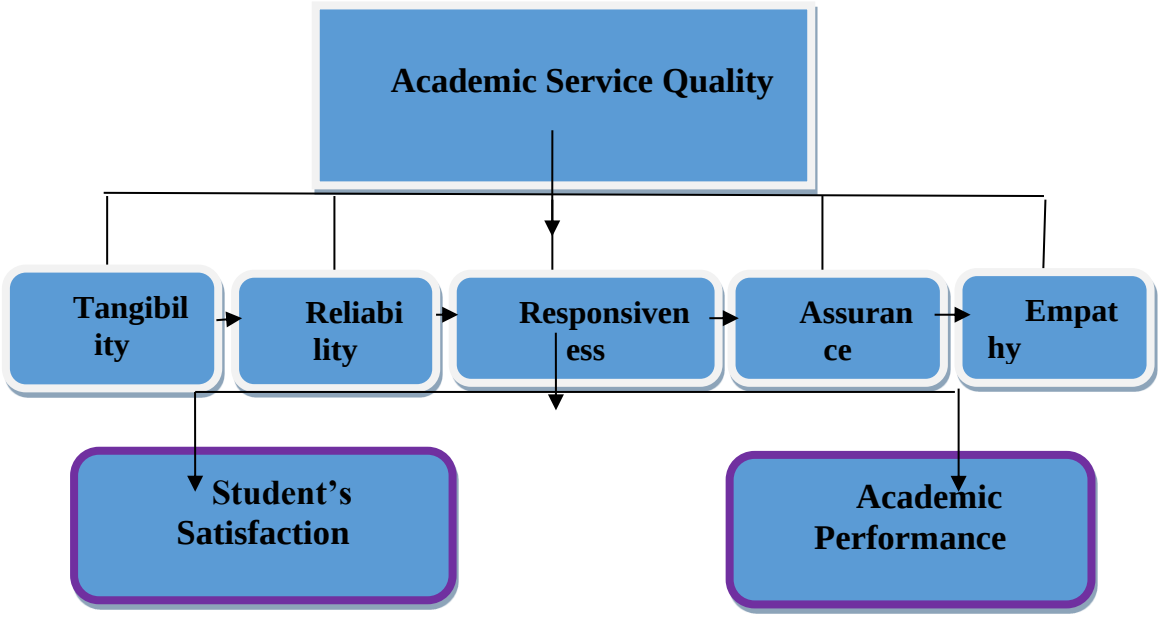
Students' Satisfaction refers to students' overall evaluation of their educational experiences in relation to their expectations, needs and perceptions of institutional performance in terms of campus infrastructure, academic content, instructional procedure, institutional support and guidance (Gurbuzer & Acuner, 2025). It reflects an emotive response to the quality of academic and non-academic services received within a period of time.

Within higher education, satisfaction may reflect students' evaluations of teaching, academic support, learning resources, institutional communication, administrative services and the general experience of studying at an institution. This satisfaction factors strongly influences retention, academic engagement, and institutional loyalty (Gurbuzer & Acuner, 2025). An empirical Study in Tanzania revealed that tangibility, reliability, and responsiveness are key

boosters of either higher or lower student satisfaction (Minja et al., 2024).

Thus, in a nutshell satisfied students are more likely to perform and achieve more their academic journey. The relationship between academic service quality and students' satisfaction is an important area of higher education research. When students perceive academic services as dependable, responsive, professional and supportive, they may evaluate their educational experiences more favourably.

Figure 1: Conceptual framework of the Study.



Source: Adopted and modified from Kang and Jeffrey (2004) in Usman and Fadimatu, 2019)

Figure 1 represents the Conceptual framework of this study as conceptualized in the service quality literature. The framework focused on perceived quality that is mainly determine by customers' judgment on the overall service performance leading to service excellence, superiority or poorness. Service performance or customers' satisfaction could be assessed from customers' perception of service quality using a 22 scale items which are constructed within five quality dimensions. Namely; Tangibility having five (5) scale items and which refers to physical facilities, equipment, personnel, and communication materials (Parasuraman, Zeithaml, & Berry, 1988). In education, tangibility includes classrooms, lecture halls, libraries, laboratories, ICT centers, hostels, and instructional materials, Reliability with four (4) items, in the context of education, it refers to the ability of institutions to perform the promised service consistently, dependably and accurately. Responsiveness having four (4) items, which in academic service context refers to the willingness and ability of academic staff to provide prompt, appropriately and timely assistance to students based on their complaint, request and academic needs (Usman et al., 2023). Assurance having three (3) entails the knowledge, courtesy and competent of academic staff in inspiring and instilling confidence in students and educational stakeholders (Arli, Van Esch & Weaven, 2024). And finally Empathy with five (5) scale items refers to caring, individualized and personal attention that educational institution provides through academic staff to their students or customers. Response of customers will be drawn from these 22

scale items to determine the overall service quality or customer satisfaction based on their interpersonal interaction and perceptions (Kang & Jeffrey, 2004; Choi & Kim, 2013).

3. Methodology

The study adopted a quantitative research approach which actually remain the appropriate approach for testing theories, objectives by examining the relationship among variables using statistical procedure. The study also used a survey design which provides a quantitative or numeric description of trends, attitudes or perceptions of a population by studying a sample of that population and generalized the result on the entire population through a probabilistic sampling procedure (Creswell & Creswell, 2022). In view of the above, Primary data was used in this research, which emanated from the response of the research respondents through an empirical survey design and quantitative approach. Similarly, the data to be obtain through a modified SERVPERF questionnaire developed and adjusted by Cronin and Taylor (1994) and modified by Usman et al (2023), which is expected to be suitable to these specific research objectives because of its superiority consistency, validity and reliability (Park & Yi, 2016).

The population of this study includes the entire students (6570 approx.) of Adamawa State College of Education Hong, Nigeria. This includes the undergraduate students, NCE and Diploma Students in ICT and it encompasses all the six (6) Schools or Faculty namely: - School of Art and Social Sciences, School of Early child care and primary Education, School of Education, School of Languages, School of Science and Scholl of Vocational and Technical Education. The study used a simple random sampling procedure in collecting sample of the study from the entire population. All respondents of the study from various schools were given an equal opportunity in participating in the study through this randomized sampling probability method. The total sample size of 238 respondents was obtained and used for the analysis of this study. The data used was collected through a modified SERVPERF questionnaire developed and adjusted by Cronin and Taylor (1994). This survey instrument consisted of two sections namely section 1 and section 2, the Section 1 focused on the demographic background of the respondents that is the filter information, while Section 2 focused on the Perception scores consisted of twenty-two scale items within five Service Quality dimensions (Tangible, Reliability, Responsiveness, Assurance and Empathy). Response of each participant to each item will be obtain using a 7 Likert scales ranging from 1-strongly disagree to 7-strongly agree, was used to measure the Frequency and Percentage distribution, Reliability, Normality-test, independent sample T-test Correlational matrix for variables relationship, Regression analysis etc. Data obtained from respondents was coded and analyzed using IBM-SPSS Statistical Package Version 22, both descriptive and inferential statistics were conducted in line with objectives of the study. In addition, reliability score using the Cronbach's Alpha coefficient for internal consistency of the instrument used was obtained, Normality test of study variables was conducted where Skewness and kurtosis values was assessed for parametric analysis and to satisfy the specific objectives of the study independent t-test, correlation matrix and multiple linear regression were conducted to answer the specific research questions of the study.

4. Result and Discussion

Table 1: Demographic Data

Category	Variable	Frequency	Percentage	Cumulative Percentage
Gender	Male	127	53.4	53.4
	Female	111	46.6	100
Study Level	NCE	144	60.5	60.5
	Undergraduate	94	39.5	100

Table 1 shows the demographic information based on the gender of respondents in terms of frequency distribution, percentage and cumulative percentage. The table displays that out of 238 respondents, 53.4% (127) were male and 46.6% (111) were female. The gap between the male and female respondents is narrow showing an increase in enrolment rate of the female. Similarly, the table presents the study level of the respondents where 60.5% (144) were NCE students and 39.5% (94) were undergraduates.

Table 2: Reliability of SERVPERF Scale

Scale/Dimension	Items	Alpha
Overall Service Quality Performance	22	.863
Tangibility	4	.824
Reliability	5	.814
Responsiveness	4	.819
Assurance	4	.859
Empathy	5	.853

The internal consistency reliability of the measures used was assessed using Cronbach's Alpha coefficient which is considered as the most widely used for behavioral studies recommended for studies inclined to social sciences (Hair et al., 2021). According to Pullant (2020), a Cronbach coefficient score of 0.70 and above is considered acceptable in social science research. The result of the reliability test of the variables as demonstrated in Table 2 disclosed that the Cronbach's alpha coefficients of all the variables namely Tangibility (0.82), Reliability (0.81), Responsiveness (0.81), Assurance (0.85). Empathy (0.85), and Overall Service Quality (0.86) are greater than the 0.70 score recommended as acceptable level. Therefore, the instrument used was deemed reliable for further investigation.

Table 3: Data Normality Test

Variable	Skewness	Kurtosis
Gender	-1.60	-1.94
Study Level	0.43	-1.82
Academic Service Quality	-1.60	2.53
Academic Performance	-2.0	5.58
Students' Satisfaction	-2.5	7.60

The Normality test of the study variables was conducted and obtained using Skewness and Kurtosis values. Skewness measures the degree of symmetry in distribution, while Kurtosis reflects the degree of Peakedness or flatness of a distribution. Indeed, a perfectly normal distribution for both scores are theoretically zero. Skewness values

between -2 and +2 and Kurtosis values between -7 and +7 are commonly used as reference standards for acceptable threshold for normal distribution (Kim, 2013; Gravetter & Wallnau, 2014; Kline, 2015). The result of the normality test as shown in table 3 above indicates that the Skewness value for Academic service quality (-1.6), Academic performance (-2.0) and Students' satisfaction (-2.5) were all within the range of -2 to +2 which is acceptable threshold except that. The Kurtosis scores of the three study variables were also within the threshold of -7 to +7 acceptable range, although Students' satisfaction show a kurtosis score of (7.6) which falls exactly at the upper boundary of the distribution. Despite, it is very close to the acceptable threshold going in line with Kline (2015) who argued and allows absolute score of kurtosis to (10.0).

In view of the above, the study variable can be considered normally distributed and appropriate for parametric analysis in further investigation.

Question 1: What is the overall academic service quality delivered in the College?

Table 4: Academic Service Quality perception by students.

Item	N	Min	Max	Mean	SD	Decision
Tangibility	238	1	7	5.74	1.43	High
Reliability	238	1	7	5.70	1.44	High
Responsiveness	238	1	7	5.94	2.05	High
Assurance	238	1	7	5.73	1.57	High
Empathy	238	1	7	5.97	2.01	High
Overall Service Quality	238	1	7	5.82	1.70	High

Note: N = 237, Decision based on 7-point Likert scale.

Table 4 above presents the mean and standard deviation of perception of academic service quality delivery among students in the college. The results shows that among the five (5) dimensions of Service quality (Tangibility, Reliability, Responsiveness, Assurance and Empathy), Reliability with (M=5.70, SD=1.44) was perceived strongly high while Empathy with (M=5.97, SD=2.01) was perceived the highest. In all, the respondents perceived all the 5 dimensions of academic service quality to be highly present in the college with mean score ranging from 5.70 to 5.97 and standard deviation of 1.43 to 2.05.

The overall academic service quality was also highly perceived by the respondents with (M=5.82, SD=1.70). This indicates that the overall academic service quality is favorable and good as perceived the students of the college. This remarkable achievement can definitely be align with the renew commitment of the present management of the college and persistent inventions from the Tertiary Education Trust Fund (TETFUND).

Question 3: Is there any significant difference on service quality perception based on study level of students?

Table 5: Independent Samples T-Test

Variable	Study level	N	M	SD	t	df	p	Mean Diff	95% CI
Service Quality	NCE	144	136.7	18.2	3.41	236	000*	11.75	[5.28-18.23]
	Undergraduate	94	124.9	20.1					

***p<.05**

An Independent Samples t-test was conducted to compare Academic service quality scores for NCE and Undergraduate respondents. The result unveils that there a

significant difference in scores for NCE students (M=29.55, SD= 4.88) and Undergraduate (M=26.33, SD=4.34); t=3.54, p=.001, 95% CI [1.40-5.05]. The result suggests that NCE students report significantly higher perceived the overall academic service quality which encompasses the tangible physical and appealing facilities, reliability, responsiveness, assurance and empathy of academic staff in Adamawa State College of Education Hong.

Question 3: What is the relationship between Academic service quality, Students' satisfaction and Academic preformation in the College?

Table 6: Correlation Matrix

Construct	Mean	SD	Sig.	Service Quality	Students' Satisfaction	Academic Perf
Service Quality	28.80	5.16	.000	1		
Students' Satisfaction	30.59	4.45	.000	.620**	1	
Academic Performance	47.68	6.61	.000	.644**	.716**	1

**** Correlation is significant at the 0.01 level (2-tailed).**

In Table 6 the correlation matrix shows the results of correlation between variables of the study, indicating the strength of correlation between most of the variables is highly strong and, consequently they produced a large effect. Specifically, the dependent variable (Students' Satisfaction) was strongly and strongly correlated to all the variables. In a nutshell, Academic service quality had a strong, positive and significant correlation with Students' Performance (r =.62, p<.01), and Academic Performance (r =.64, p< .01).

The result of correlation among the independent variables Students' Satisfaction and Academic Performance shows a significant, strong and positive relationship (r = .72, p<.0!).

Question 4: Does academic service quality influences students' academic performance in the College?

Table 7: Regression Analysis on the Influence of Academic Service Quality on Academic Performance

Variable	Beta	t-value	p-value	Decision	
Service Quality	.644	10.92	.000	Rejected	
R-square					.415
Adjusted R-square					.412

a. Dependent Variable: Academic Performance

The statistical scores presented in Table 7 revealed that Academic service quality significantly influences students' Satisfaction (β=.567; t= 9.151; p=.000). This finding contradicts hypothesis three (3), which predicted that Academic service quality has no significant influence on Students' Satisfaction. Moreover, the results show that a one-unit improvement in Tangibility dimension improves Students' Satisfaction by 56.7%.

In respect to the summary of the model, the R-square value of .321 indicates that Tangibility dimension accounts for 32.1% of the variance in Students' Satisfaction. The Adjusted R-square value of .317 Tangibility dimension still explains 31.7% of the variance in Students' Satisfaction

Question 5: To what extend has academic service quality influenced students' satisfaction?

Table 8: Regression Analysis on the Influence of Academic Service Quality on Students' Satisfaction

Variable	Beta	t-value	p-value	Decision	
Academic Service Quality	.620	10.39	.000	Rejected	
R-square					.384
Adjusted R-square					.381

a. Dependent Variable: Students' Satisfaction

The statistical scores shown above in table 8 unveiled that Academic service quality significantly impacts students' Satisfaction (β=.620; t= 10.39; p=.000). This finding contradicts hypothesis three (4), which predicted that Academic Service Quality has no significant influence on Students' Satisfaction. Moreover, the results show that a one-unit improvement Academic service quality improves Students' Satisfaction by 62%.

In respect to the summary of the model, the R-square score of .384 indicates that Academic service quality accounts for 38.4% of the variance in Students' Satisfaction. The Adjusted R-square value of .381 shows that Academic service quality still explains 38.1% of the variance in Students' Satisfaction.

Summary of Findings

1. Students highly perceived the presence of overall Academic service quality delivery in Adamawa State College of Education Hong where Empathy dimension was perceived most.
2. There exists a statistically significant difference in perception of Academic service quality based on study level of respondents, where NCE students reported significantly perceived higher academic service quality delivery in the college
3. There is a strong positive and statistically significant relationship between Academic service quality, Student's satisfaction and academic performance. While a highly strong, positive and statistically significant relationship exist between Student's satisfaction and Academic performance.
4. Academic service quality positively and significantly predicts Students' academic performance and account for its variance by 32%.
5. Academic service quality strongly, positively and significantly impacts on Students' satisfaction and account for the variance in Students' satisfaction by 38%.

Discussion of Finding

Academic service quality is very essential variable in the contemporary period for educational institution survival and comparative advantage within and among tertiary institutions in the Sub-Saharan Africa. In Nigerian context especially in the North-east geopolitical zone which was been bereaved of persistent insecurity over a decade, many schooling facilities both human and material were destroyed by insurgence of boko-haram. The need to maintain quality, standard and affordable education is very paramount in the teacher education tertiary institutions, so as to curtail the dwindling low enrolment rate and maintaining retention rate of students through effective and efficient academic service quality delivery. This study was conducted in Adamawa State College of Education Hong to ascertain the level of effort made by the Management of the college in provision of standard, quality and affordable academic services to the students in order enhance the academic performance and competency.

Interestingly, the first finding of the study unveiled that students highly perceived the

presence of overall Academic Service Quality delivery at Adamawa State College of Education Hong, with empathy being the most highly perceived dimension. This finding shows that students the college were highly satisfied on the quality of the service rendered based on their experience and evaluation which goes in line with their individual student needs and professional aspiration. This finding definitely aligns with the conceptualized framework SERVPERF model developed and modified by Cronin & Taylor (1994), in which out of the five (5) dimension, empathy reflects on provision of caring and personal attention to request and complaints of service users. Similarly, the finding of empathy as the most perceived dimension by the students demonstrated the vitality of the dimension in students' assessments of services quality in the college which is in consistent with the study conducted by Sann et al. (2023) to validate the UNIQUAL measure of university service quality, there findings shows empathy and responsiveness were strongly and positively associated with students' satisfaction in the university context. In the same vein, Amoako et al. (2023) in their study in Ghana confirmed that academic services, administrative services and physical evidence were significant components of service quality associated with student satisfaction in higher education institutions. In a Colleges of Education where students interact continuously with academic faculties, academic advisers, departmental personnel and administrative staff, consequently, academic service quality is not restricted to the availability of academic facilities but also encompasses the interpersonal experiences students encounter while seeking academic assistance.

The second finding amazingly revealed that there was a statistically significant difference in students' perception of Academic Service Quality based on their study level, with NCE students reporting significantly higher perceived Academic Service Quality than the undergraduate students of the college surveyed in the study. This finding indicates that students at different levels within the college do not necessarily experience or evaluate academic services in exactly the same manner. The result is important because it demonstrates that students' perceptions of service quality can be influenced by their level or position and experience within the institution. The finding collaborates with the findings of Bwachele, Chong and Krishnapillai (2023) which confirmed that the relationship between service quality and student satisfaction can vary according to institutional contexts. Their study also indicates that different students' perception of service quality can be based on their categories and different educational settings.

This present finding demonstrated that NCE students had adequate experiences that led them to assess the College's academic services more favorably than the undergraduate since they are the major students of the College allotted to many physical facilities and faculty members while the undergraduate students are subsidiary affiliated students to Ahmadu Bello University Zaria and Taraba State University Jalingo who are nurture with less facilities based of their total population.

In order to consolidate the two (2) previous findings above, the third finding established a strong, positive and statistically significant relationship between Academic Service Quality, Students' Satisfaction and Academic Performance. Furthermore, the relationship between Students' Satisfaction and Academic Performance was highly strong, positive and statistically significant.

These finding acclaims that better perceptions of academic service quality

tend to occur alongside greater student satisfaction and better academic performance. It also indicates that students who are more satisfied with their educational experience tend to report or demonstrate better academic outcomes within the context of the present study. In the context developing Sub-Saharan Africa tertiary educational context, the finding is strongly supported by recent empirical confirmation by Oliso, Alemu and Jansen (2024), in their study on public universities in Ethiopia, established a statistically positive relationship between educational service quality and student satisfaction and additionally demonstrated a connection between educational service quality, satisfaction and academic performance.

Similarly, Peña-Lang, Barrutia and Echebarria (2023) while examining direct relationship between service quality and academic achievement, established and argued that students; academic achievement is the function of overall service quality and several service-quality dimensions, including empathy, reliability, responsiveness and assurance. Furthermore, the present finding in terms of student satisfaction is also in consistent with finding of Ghozi et al. (2025), using students drawn from four state polytechnics in Indonesia, postulated that perceived service quality positively influences student satisfaction, both directly and through perceived value.

The strong correlation between satisfaction and academic performance is evidence that occur not by accident but through a broader educational experience of the students in the college where they cumulatively perceived that academic services are reliable, responsive, supportive and empathetic which lead to a greater satisfaction with their institution. However, academic service quality is not the only variable that influence academic performance. Other variables such as study habits, psychological well-being, socioeconomic circumstances, self-efficacy, etc. also affect students' achievement

Going by the respondents' assessment, eminently the fourth finding revealed that Academic Service Quality positively and significantly predicts Students' Academic Performance and explains 32% of the variance in Academic Performance. The coefficient of determination of 32% is an important result which indicates that Academic Service Quality, as operationalized in the present study, statistically accounts for approximately 32% of the observed variation in students' academic performance, while the remaining 68% is attributable to other factors such as study habits, psychological well-being, socioeconomic circumstances, self-efficacy, etc. This finding provides relatively strong empirical support and agrees closely with the findings of Peña-Lang, Barrutia and Echebarria (2023), who examined service quality and students' academic achievement and confirmed that overall service quality contribute immensely to academic achievement. The 32% explained variance therefore indicates that the quality of academic services constitutes a meaningful institutional factor associated with students' academic outcomes at Adamawa State College of Education Hong. In practical terms, improvements in areas such as academic support, accessibility of academic personnel, responsiveness, reliability, assurance and empathy may create a more conducive environment for learning.

The fifth finding fantastically established that Academic Service Quality strongly, positively and significantly predicts Students' Satisfaction and explains 38% of the variation in Students' Satisfaction.

This result demonstrates that Academic Service Quality is an important determinant of how students assess their overall educational experience. The finding is consistent with the theoretical

logic of service-quality models. The result strongly confirmed the findings of Ghozi et al. (2025), in their recent study affirm that perceived service quality positively, directly or indirectly influences student satisfaction, and Sann et al. (2023) also postulated that responsiveness and empathy were positively related to students' satisfaction with university service quality.

The finding that Academic Service Quality explains 38% of the variance in Students' Satisfaction is definitely meaningful which shows that more than one-third of the variation in students' satisfaction in the present study is statistically related to academic service quality while the remaining 62% was influenced by other variable such as socioeconomic factors, study behaviour etc.

In a nutshell, the finding confirms that improving and maintaining academic service quality is paramount and will serve as a planned factor of student satisfaction management at Adamawa State College of Education Hong.

5. Conclusion and Recommendations

Academic service quality is very vital variable or module for institutional progression and comparative advantage among higher education institutions world-wide particularly in the North-east Nigeria. In conclusion based on this study and its findings, Academic Service Quality is a crucial t component of students' educational experience at Adamawa State College of Education Hong. Students generally perceived the College's academic service delivery positively, with empathy emerging as the most highly perceived dimension. Furthermore, students' perceptions of academic service quality vary across study levels, as a statistically significant difference was observed, with NCE students reporting significantly higher perceptions. Similarly, the study also confirmed that Academic Service Quality, Students' Satisfaction and Academic Performance are significantly interrelated. The positive relationship obtained in this study indicates that a favorable perception of academic service quality is connected to greater student satisfaction and better academic performance. Additionally, Academic Service Quality was found to be a significant positive predictor of Academic Performance, while it was also a significant positive predictor of Students' Satisfaction. In a nutshell, continuous improvement in Academic Service Quality should constitute an important component of quality assurance and educational improvement at Adamawa State College of Education Hong.

The following recommendations are made based on the findings and conclusions of the study:

- Since empathy was the highest perceived dimension of Academic Service Quality in the College, the Management should sustain this and strengthen the full presence of all other service quality dimension.
- The College community should institutionalize periodic assessment of students' experiences on academic service quality through structured students' feedback mechanisms.
- The College Management should bridge that gap and avoid differential and preference academic services across study level.
- The College should strengthen and maintain academic support services such as academic advising, career choice counseling etc.
- As Academic service quality explained more than one-third of the variance in Students' Satisfaction, student satisfaction should be incorporated into the College's internal quality assurance system.

- Service quality improvement should form an integral part of academic-performance strategy of the college.

The College should provide periodic professional development training for academic and support staff.

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