The Quality of Customer Service and Satisfaction Levels at Koforidua Polytechnic Restaurant, EasternRegion, Ghana.

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Abstract
The study was undertaken to assess the level of customer satisfaction. Literature on customer service quality was reviewed and primary data were gathered through observations, interviews and questionnaire. Frequencies, percentages, tabulations, cross-tabulations,pie and bar charts were used to analyse and presentthe data.The study revealed, among other things, that regular customers who patronize the restaurant on daily basis were about 120. There were indications of negative gaps between customers' service quality expectations and the service quality the Restaurant actually delivered to customers. On the more important service quality attributes such as reliability, responsiveness, assurance, and empathy, the Restaurant is rated average; on tangibles (physical evidence), the least important attribute, the Restaurant is rated high.Based on the findings and the conclusions drawn, recommendations were made to help improve the Restaurant's performance and customer satisfaction levels.
Key words:Service; Quality; Technical quality;Functional quality; Gaps

Introduction
Koforidua Polytechnic "Hospitality Restaurant" (KPHR) was established in 2006 by a team lead by Mrs. Agnes Amissah, the Head of Department of Hospitality. Until its establishment, both teaching and non-teaching staff had difficulty meeting their lunch needs and wants. Similarly, a section of the students from affluent backgrounds also had difficulties in getting good lunch. Visitors and guests of the Polytechnic had to go far away from the Polytechnic premises for lunch.Prior to the establishment of KPHR, all food vendors on the Polytechnic premises operated under the popular mango and pear trees near the Engineering block popularly called the "Bush Canteen".

Higher National Diploma (HND) Hospitality and strokes 1 and 2 students needed a hotel or restaurant facility for practical work in preparation for both internal and external examinations. Thus,the restaurant's services targeted academic, non-academic staff, students and guests of the Polytechnic. Common foods served include various types of rice (jollof, vemiciline, and stew) and Ghanaian dishes like "fufu" with "light", groundnut, or palm nut soups, "ampesi" with palaver sauce, and "rice balls") with any of these soups on request. In addition to its normal day–to–day operations, the restaurant undertakes contract jobs from outsiders and the Polytechnic community in general for special occasions such as committee meetings, end-of-year get-together, seminars and conferences.

Statement of theproblem
However, a lot of questions are raised in respect of the restaurants' customer service quality. Specifically, the perception and belief among academic staff, non-academic staff, and students who patronise the KPHRis that customer service quality and satisfaction levels leave much to be desired. This research work therefore sought to investigate the quality of customer service and discuss key customer service gaps and other challenging issues that must be addressed to enable the restaurant build capacity and ability needed to give clients good value for money.

Research Objectives
The study was undertaken specifically:
a.   To assess reliability and responsiveness of the restaurant staff in serving customers.
b.   To assess the assurance and empathy of the restaurant staff in serving customers.
c.   To assess the quality of tangibles (physical evidence) of the Restaurant.
d.   To assess the level of customers' satisfaction of the Restaurant services

Research Questions
The study sought to address the following research questions:
a.   What is the quality of customer service at the Restaurant?
b.   What factors determine customer satisfaction levels?
c.   What is the level of customer satisfaction at the Restaurant?
d.   Is there the need for improvement in customer service delivery?

Literature Review

Service quality is influenced by expectations, process quality and output quality. In other words, the standard of service is defined by customers who have experienced that service and used their experience and feelings to form judgement (Chen et al., 2001). Customer service quality and customer satisfaction are so closely related that one can hardly talk about one without the other. A development of service quality by Gronroos (1984a) distinguishes between 'technical' and 'functional' quality:

i.   Technical quality refers to the relatively quantifiable aspect of a service that consumers receive in their interaction with a service firm. It forms important bases for judging service quality because it can easily be measured by both customer and service provider. Examples of technical quality include the waiting time at a restaurant and the reliability of its services. This, however, is not the only element that makes up perceived service quality.

ii. Functional quality: Because services involve direct consumer-producer interaction, consumers are also influenced by how the technical quality is delivered to them. This is what Gronroos describes as functional quality and cannot be measured as objectively as the elements of technical quality. In the case of the queue at a restaurant, functional quality is influenced by such factors as the environment in which queuing takes place and customers' perceptions of the manner in which queues are handled by the restaurant staff.

Gronroos also sees an important role for a service firm's corporate image in defining customers' perceptions of quality, with corporate image being based on both technical and functional quality. See figure1.
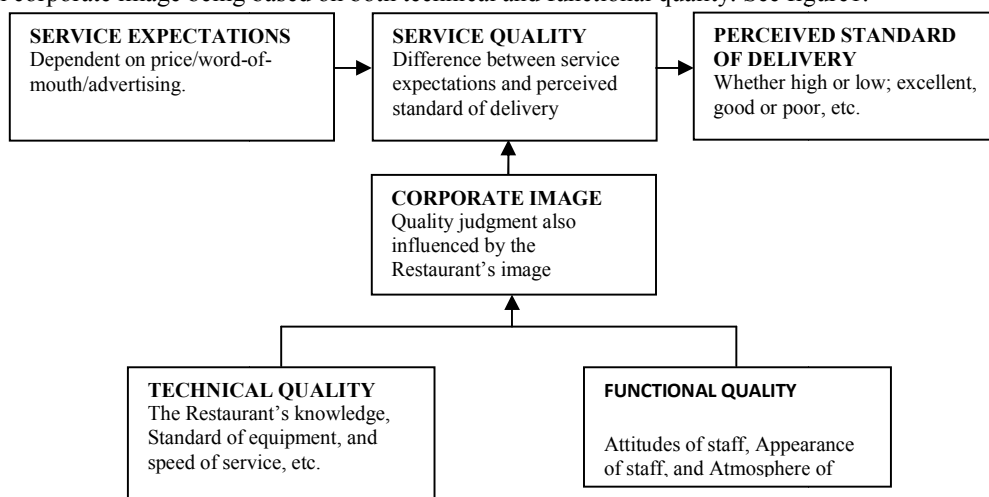

Figure 1:   Consumers' perception of technical and functional quality applied to the Restaurant's practice (based on Gronroos, 1984b).

Service Quality Management

According to Palmer (2008) 'quality is determined by the difference between what a customer expects and the perceived level of actual performance'. These findings have evolved from a set of qualitative marketing research procedures, culminating in quantitative technique for measuring service quality that is known as SERVQUAL (Parasuramanet al., 1985). The SERVQUAL model has been widely applied in the service industry.

The SERVQUAL model can be used by companies to better understand the expectations and perceptions of their customers. It is applicable across a broad range of services industries and can be easily modified to take account of the specific requirements of a company. In a nutshell, the model provides a framework or guideline for an investigatory instrument, which can be adapted or added to as needed.SERVQUAL is originally based on a generic 22-item questionnaire, which is designed to cover five broad dimensions of service quality that the research team consolidated from their original qualitative investigations. The five dimensions covered, with some description of each of them are as follows:

Dimensions for Evaluating Service Quality

Based on this service-quality model, researchers have identified the following five determinants of service quality in order of importance (Berry and Parasuraman, 1991):

i.   **Reliability**: Ability to perform the promised service dependably with consistency and accuracy. Reliability means performing the service right the first time.

ii. **Responsiveness**: The willingness to help customers and to provide prompt service.

iii. **Assurance**: The knowledge and courtesy of employees and their ability to convey trust and confidence.

iv.   **Empathy**: The provision of caring and individual attention to customers' problems.
v.   **Tangibles**: The appearance of physical facilities, such as cutlery and furniture sets, television and radio sets, the building, equipment, personnel, communication materials, etc.

Inability of any firm to meet these criteria causes unsuccessful quality customer service delivery.The model, shown in figure 2, identifies five (5) gaps that cause unsuccessful quality customer service delivery.

Gaps that cause unsuccessful Quality Service Delivery

Parasuraman, Zeithaml, and Berry (1985) identified five gaps, as shown in figure 2 below,called the SERVQUAL Model/framework, that cause unsuccessful quality service delivery:

i.   Gap between customer expectation and management perception: Management does not always correctly perceive what consumers want. For example, management of the restaurant may think that customers always want continental dishes, but customers may want local dishes with more personal services.

ii.   Gap between management perception and service-quality specification: Management might correctly perceive customers' wants, but not set specific performance standard. For example, the restaurant manager may tell attendants to give fast service without specifying it in minutes.

iii.   Gap between service-quality specifications and service delivery: Personnel might be poorly trained, incapable, poorly motivated, unwilling to meet the standard; or they may be held to conflicting standards, such as taking time to listen to customers and serving them fast.

iv.   Gap between service delivery and external communications: Customer expectations are affected by statements made by company representatives and advertisements. For example, if the restaurant's advertisement and brochure show a beautiful building, but customers arrive and find the interior decor to be cheap and tacky looking, external communications have distorted the customers' expectations.

v.   Gap between perceived service and expected service: This gap occurs when the customer misperceives the service quality. For example, a top-official of the restaurant may keep visiting key customers to show care, but some of them may interpret this as an indication that something is really wrong with their business which the restaurant management perhaps wants to find out.

According to McDaniel, Lamb, and Hair (2006) "when any one or more of these gaps are large, customers perceive service quality to be low. As the gaps shrink, customers perceive improvement in service quality." This implies that managers of service organizations such as KPHR should always endeavor to close these gaps as soon as they are detected.

This framework was used to guide this study in measuring customer service quality and satisfaction levels among customers of KPHR. Literature on the topic indicates that, while the majority of research suggests that service quality is a vital antecedent to customer satisfaction (Parasuramanet al., 1985; Cronin and Taylor, 1992), there is also evidence to suggest that satisfaction may be a vital antecedent of service quality (Bitner, 1990). Irrespective of which view is taken, the fact remains that the relationship between satisfaction and service quality is strong when examined from either direction.

Thus, satisfaction affects assessment of service quality and assessment of service quality affects satisfaction (McAlexanderet al., 1994). This indicates that both are vital in helping buyers develop their future purchase intentions. In an empirical study of the relationship between satisfaction and quality, Iacobucci, Ostrom, and Grayson (1995) concluded that the key difference between the two constructs is that quality relates to managerial delivery of the service while satisfaction reflects customers' experience with that of service. They also advanced a very important argument that quality improvements that are not based on customer needs will not lead to improved customer satisfaction.

Essentially, the Five Determinants of Service Quality model as published by Berry and Parasuraman (1991) and the Gap model of Service Quality published by Parasuraman, Zeithaml, and Berry (1985) formed the framework for the study.

Figure 2: SERVQUAL MODEL/FRAMEWORK
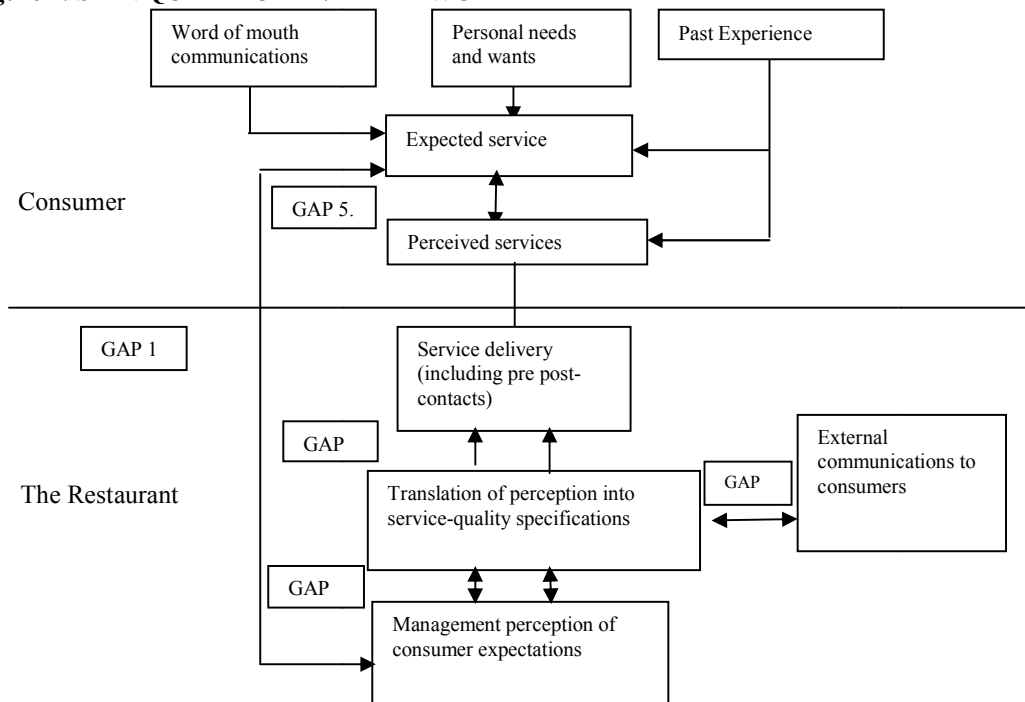
Source: A. Parasuraman, Valarie A. Zeithaml, and Leonard L. Berry, "A Conceptual model of Service Quality and its implication for Future Research," Journal of Marketing, 49 (1985): 41-50.

Scope and Methodology of the Study

The study focused on KPHR and its clients (students, lecturers and non-academic staff).Preliminary investigations were conducted, questionnaires tested, a sample size of 116 was selected from a population of about 140 customers over two weeks. Research Assistants administered questionnaires to respondents in their homes, offices, staff common rooms, etc. and at the Restaurant on the instructions of researchers for about two months. Administered questionnaires were retrieved over a period of four (4) weeks. Also, some of the customers were interviewed in their offices or homes to ensure confidentiality and expression of opinion on the state of the restaurant's service quality and satisfaction levels among customers. Observations too were made in the Restaurant to watch how frontline staff attended to customers.

The survey research method was used to purposively administer questionnaires of 24 questions comprising open-ended, close-ended, and aLikert 5-scale items to 102 regular customers. Personal interviews, which lasted between 1 and 15 minutes per individual, were conducted involving 10 customers and 2 management members of the Restaurant and observations were made to observe the interface between attendants and customers for more information to supplement data gathered through questionnaires.Frequencies, percentages, tabulations, and cross-tabulations were used to analyse data, while pie and bar charts were used to present information.

Discussion of Results

Questionnaire Administration

102 (88%) of the 116 questionnaires administered were retrieved. All questionnaires administered to teaching staff were retrieved. However, 9 and 5 of them could not be retrieved from students and non-teaching staff respectively, representing 14 (22%) of the total questionnaire administered. This shows that response and retrieval rates were high, especially among the teaching staff.

A distribution of Gender

78% of the 102 respondents were males while only 22% were females. What probably explains this situation is the fact that Ghanaian ladies generally prefer eating at home to eating in public places.

Reliability and Responsiveness of staff

15% of the respondents indicated that it takes an attendant between 1 to 5 minutes to be served. 85% of them indicated that it takes an attendant between 5 to 15 minutes to be served. This suggests that it takes an attendant between 5 to 15 minutes to serve customers.

From the responses, 51% of the respondents would want to be served in less than 5 minutes; 34% would want to be served in 5 minutes; and 14% would want to be served between 5 and 10 minutes. Only 1% would want to be served between 10 and 15; while none of them would want to wait for more than 15 minutes. This implies that most (85%) of the customers would want to be served within 5 minutes.

Assurance and Empathy of staff

Student-respondents rated attendants' performance on the six (6) customer service quality determinants as follows: of the 219 answers analyzed, 14% rate customer service quality as Very poor, 23% rate it as Poor, 36% state that it is Satisfactory, 18% rate it as Good, while 7% and 1% rate it as Very good and Excellent respectively. This suggests that the frontline staff performance on customer service delivery is average.

Non-teaching staff-respondents rated attendants' performance on the six (6) customer service quality determinants as follows: of the 176 answers analyzed, 9% rate it as Very poor, 14% rate it as Poor, 42% rate it as Satisfactory), 27% rate it as Good, while 6% and 3% rate it as Very good and Excellent respectively. As indicated in table 6, it means that the frontline staff performance on customer service delivery is average.

Teaching staff-respondents rated attendants' performance on the six (6) customer service quality determinants as follows: of the 223 answers analyzed, state that the quality of service is Very poor, 13% state that it is Poor, 63% state that it is Satisfactory, 15% state that it is Good, 6% state it as Very good, and nobody believes that the quality of service is Excellent.This means that the frontline staff performance on customer service delivery is average.

Tangibles (physical evidence) – the appearance of physical facilities, equipment, etc

Responses showed that 87% of the customers are of the view that the restaurant environment is hygienic. 8% are not sure whether or not it is hygienic, 2% and 4% disagree and strongly disagree respectively that the restaurant is hygienic. This implies that customers generally perceive the restaurant environment as hygienic. However, a significant percentage of (8%) seem not to be sure of the hygiene of the place. Another significant percentage (6%) is not convinced that the place is hygienic.

Opinions on whether the interior of the restaurant is a comfortable atmosphere

About 57% of the customers feel that the interior of the restaurant is relaxed and comfortable. 13% are not sure. Essentially, 31% of the customers do not feel relaxed and comfortable at the restaurant for the following reasons:

   (i)   the place is usually warm at lunch time
   (ii)   the place is not spacious enough
   (iii)   student-respondents complained that they are not comfortable eating among their lecturers.

Opinions on whether provision of radio and Television sets will increase level of satisfaction.

About 89% of respondents feel the absence of radio and television sets. Thus, they agree that providing these gadgets will make them more satisfied with the services of the restaurant. 4% are unsure whether   radio and television sets will make a difference. About 7% do not want them. Reasons most of the respondents gave for requesting for radio and television sets are that they will be used for listening to news, for entertainment, and relaxation while waiting for their turns. An academic staff suggested that a radio set might just be okay; that a television set may attract others with no intention of eating. On the contrary, about 7% of the respondents who object to adding these gadgets argue that they would make the place more congested because the place is already small.

Opinions on whether provision of menu card will increase level of satisfaction

About 78% of respondents feel the absence of menu cards. Thus, they explained that availability of menu cards will make them more satisfied with the services of the restaurant because it saves customers the trouble of always having to ask attendants of types of food available all the time. 16% were unsure whether menu cards will make a difference in their level of satisfaction or not. About 6% of them do not see the need for it.

Levels of satisfaction with service quality

64% of the respondents patronize the restaurant for lack of better options on campus as against 36% who claim that they patronize the place as a matter of choice. This suggests that most of the customers patronize the place for lack of better alternatives on campus. That is to say that the restaurant's overall performance is below their expectations.

From the data analyzed, 80% of the respondents would switch to better options on/or around campus if they find any as against 20% who claim that they do not intend to switch to any substitutes. This suggests that most of the customers would switch to better alternatives should they find any. In other words, only 20% of the respondents are loyal to the restaurant. That is to say that the restaurant's overall performance is below their expectations; and even worse than the situation presented in Table 12 above.

When respondents were asked to rate the restaurant's overall service quality, 3% of them rated it very low; 20% rated it low; 70% rated it average; 7% rated it high; but no one rated it very high. All the above seem to indicate that the restaurant's rating on customer service quality is average.

Conclusions and Recommendations

From the findings, the following conclusions were drawn:

The Restaurant's customer base of about 120 is too small for a community of about 5,000 people.It is clear from the findings that the restaurant rates "**high**" on the **tangibles,** the least and the last of the customer service quality attributes in order of importance the five. This still presents little negative gaps because the findings indicate that provision of television and radio sets will increase customer satisfaction. It rather rates "**low**" on **reliability,** the most important of all the attributes. This indicates a big gap because most of the respondents would want to be served in 5 minutes but the study indicates that they are normally served between 5 and 15 minutes instead. This presents a big negative gap of 10 minutes; lack of punctuality and disappointments also contributed to the big negative gap in **reliability.** On **responsiveness,assurance,** and **empathy,** it is rated"**average**"**.**

The study also indicates that most of the respondents' rate the restaurants' **customer servicequality** as **average** which directly establishes that **customers' satisfactionlevel** is equally **average,** given the link between service quality and satisfaction. This suggests that a restaurant that is able to perform satisfactorily on **tangibles** and excel on the remaining four attributes will be able to satisfy and delight customers.

In view of this, the conclusion could be drawn that the customer service quality of the restaurant is **average** resulting in equally**averagesatisfaction**. Therefore customers of the restaurant are not yet satisfied let alone delighted. This kind of consequential relationships between the two constructs was established in the review of literature.(McAlexander et al., 1994)

The conclusions drawn suggest that there are gaps that should be closed if the Restaurant must satisfy customers and delight them. In view of this, the following steps must be taken to gradually close them in the next five years. An action plan should be developed immediately in which attention should be paid to the following issues:

i. Staff capacity development and trainingprogrammes should be pursued to make staff more reliable and responsive to facilitate assurance and the trust customers expect from them.

ii. High but realistic customer service quality standards should be set on the five service quality attributes as a way of closing gaps identified in the study.

iii. The restaurant manager with staff should support and monitor one another in making sure that they get customer service delivery right the first time.

iv. The restaurant manager with staff should perform weekly customer service quality delivery evaluation to identify areas of successes and failures for the week as the bases for improvement on the subsequent week's performance standards.

v. Staff of the restaurant should be better motivated through competitive conditions of service, empowerment and involvement in decision making.

vi. One television and radio sets each should be provided to serve as a source of entertainment and news while customers wait for their turn.

vii. Management must endeavour to release funds for operating expenses on tine enhance the staff's capacity for meeting customers' requests and expectations speedily.

viii. About four additional ceiling fans and/or air conditioners should be provided to reduce the warmness of the room during launch time to make customers more comfortable.

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Notes:

Table 1: Gender Distribution of Respondents

Gender	Total No. of Respondents		Students		Non-Teaching Staff		Teaching Staff	
	Freq	%	Freq	%	Freq	%	Freq	%
Males	80	78	25	69	22	73	33	92
Females	22	22	11	31	8	8	3	8
Total	102	100	36	100	30	100	36	100

Source: Field survey, 2010

Table 2: A distribution of Questionnaire Administration

Questionnaire Administration	Total		Students		Non-Teaching Staff		Teaching Staff	
	Freq	%	Males	Females	males	females	Males	Females
Retrieved	102	88	25	11	22	8	33	3
Not retrieved	14	22	5	4	4	1	0	0
Total	116	100	30	15	26	9	33	3

Source: Field survey, 2010

Table 3: How many minutes does it take an attendant to serve you?

Responses	Total no. of Respondents		Students		Non-Teaching staff		Teaching Staff	
	Freq	%	Males	Females	Males	Females	Males	Females
Less than 5	7	7	2	1	0	1	3	0
5	8	8	2	0	4	1	1	0
6 to 10	44	43	12	2	10	3	17	0
11 to 15	43	42	9	8	8	3	12	3
Total	102	100	25	11	22	8	33	3

Source: Field survey, 2010

Table 4: In how many minutes would you expect to be served?

Responses	Total no. of Respondents		Students		Non-Teaching staff		Teaching Staff	
	Freq	%	Males	Females	Males	Females	Males	Females
Less than 5	52	51	10	7	10	6	18	1
5	35	34	11	4	7	0	12	1
5 to 10	14	14	4	0	4	2	3	1
11 to 15	1	1	0	0	1	0	0	0
More than 15	0	0	0	0	0	0	0	0
Total	102	100	25	11	22	8	33	3

Source: Field survey, 2010

Table 5: How students rate the attendants on customer service quality attributes

Responses	Total no. of respondents		Customer Service Quality Attributes											
			Courtesy		Warmth		Friendliness		Care		Creativity		Urgency	
	Freq	%	M	F	M	F	M	F	M	F	M	F	M	F
Very poor	32	14	1	2	2	3	1	2	1	3	1	4	5	7
Poor	51	23	5	1	6	1	5	4	5	4	5	3	11	1
Satisfactory	79	36	10	5	9	5	10	3	12	3	12	2	6	2
Good	37	17	7	2	7	1	6	1	6	1	3	1	2	0
Very good	15	7	2	1	3	0	2	0	1	0	4	0	1	1
Excellent	2	1	0	0	0	0	0	1	0	0	0	1	0	0
Total	219	100	25	11	27	10	24	11	25	11	25	11	25	11

Source: Field survey, 2010

Table 6: How non-teaching staff rate the attendants on customer service quality attributes

Responses	Total no. of respondents		Customer service quality Attributes											
			Courtesy		Warmth		Friendliness		Care		Creativity		Urgency	
	Freq	%	M	F	M	F	M	F	M	F	M	F	M	F
Very poor	15	9	1	1	1	0	1	1	1	1	2	1	3	3
Poor	28	16	2	0	3	2	2	0	3	2	4	4	5	2
Satisfactory	74	41	10	5	10	4	5	4	8	4	11	2	9	2
Good	47	26	7	1	6	2	8	2	9	1	4	1	5	1
Very good	10	5	1	1	2	0	4	1	0	0	1	0	0	0
Excellent	5	3	1	0	0	0	2	0	1	0	0	1	0	0
Total	180	100	22	8	22	8	22	8	22	8	22	8	22	8

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Table 7: How teaching staff rate the attendants on customer service attributes

Responses	Total no. of respondents		Customer Service Quality Attributes											
			Courtesy		Warmth		Friendliness		Care		Creativity		Urgency	
	Freq	%	M	F	M	F	M	F	M	F	M	F	M	F
Very poor	8	4	0	0	0	0	0	0	0	1	3	1	1	2
Poor	28	13	0	0	0	0	3	0	4	0	7	2	12	0
Satisfactory	132	62	25	2	25	0	18	1	22	2	20	0	15	0
Good	34	16	5	0	6	1	8	1	5	0	4	0	3	1
Very good	14	6	3	1	1	2	4	1	2	0	0	0	0	0
Excellent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	216	100	33	3	22	3	33	3	33	3	33	3	33	3

Source: Field survey, 2010

Table 8: Opinions on whether the restaurant environment is hygienic

Responses	Total no. of respondents		Students		Non-Teaching Staff		Teaching Staff	
	Freq	%	Males	Females	Males	Females	Males	Females
Strongly Agree	21	21	10	2	2	2	5	0
Agree	67	66	13	8	14	5	24	3
Not Sure	8	8	0	1	3	1	3	0
Disagree	2	2	1	0	1	0	0	0
Strongly Disagree	4	4	1	0	2	0	1	0
Total	102	100	25	11	22	8	33	3

Source: Field survey, 2010

Table 9: Opinions on whether the interior of the restaurant is a comfortable atmosphere

Responses	Total no. of respondents		Students		Non-Teaching staff		Teaching Staff	
	Freq	%	Males	Females	Males	Females	Males	Females
Strongly Agree	9	9	4	1	2	1	1	0
Agree	49	48	10	1	12	3	20	3
Not Sure	13	13	3	0	4	2	4	0
Disagree	25	25	7	9	2	1	6	0
Strongly Disagree	6	6	1	0	2	1	2	0
	102	100	25	11	22	8	33	3

Source: Field survey, 2010

Table 10: Opinions on whether provision of radio and TV will increase level of satisfaction.

Responses	Total no. of respondents		Students		Non-Teaching staff		Teaching Staff	
	Freq	%	Males	Females	Males	Females	Males	Females
Strongly Agree	63	62	13	6	13	6	24	1
Agree	28	27	9	3	6	2	8	0
Not Sure	4	4	1	0	2	0	0	1
Disagree	3	3	1	0	1	0	1	0
Strongly Disagree	4	4	1	2	0	0	0	1
	102	100	25	11	22	8	33	3

Source: Field survey, 2010

Table 11: Opinion on whether provision of menu card will increase level of satisfaction

Responses	Total no. of respondents		Students		Non-Teaching staff		Teaching Staff	
	Freq	%	Males	Females	Males	Females	Males	Females
Strongly Agree	45	44	15	6	5	5	13	1
Agree	35	34	6	3	8	3	15	0
Not Sure	16	16	1	1	8	0	4	2
Disagree	3	3	0	1	1	0	1	0
Strongly Disagree	3	3	3	0	0	0	0	0
Total	102	100	25	11	22	8	33	3

Source: Field survey, 2010

Table 12: Do you patronize the Restaurant for lack of better options on campus?

Responses	Total no. of respondents		Students		Non-Teaching staff		Teaching Staff	
	Freq	%	Males	Females	Males	Females	Males	Females
Yes	65	64	16	3	13	6	24	3
No	37	36	9	8	9	2	9	0
Total	102	100	25	11	22	8	33	3

Source: Field survey, 2010

Table 13: Are you searching for a substitute?

Responses	Total no. of respondents		Students		Non-Teaching staff		Teaching Staff	
	Freq	%	Males	Females	Males	Females	Males	Females
Yes	82	80	22	8	17	8	24	3
No	20	20	3	3	5	0	9	0
Total	102	100	25	11	22	8	33	3

Source: Field survey, 2010

Table 14: Level of satisfaction with the overall service quality

Responses	Total no. of respondents		Students		Non-Teaching staff		Teaching Staff	
	Freq	%	Males	Females	Males	Females	Males	Females
Very low	3	3	1	1	1	0	0	0
Low	21	20	3	4	6	3	4	1
Average	71	70	21	5	10	5	28	2
High	7	7	0	1	5	0	1	0
Very high	0	0	0	0	0	0	0	0
Total	102	100	25	11	22	8	33	3

Source: Field survey, 2010

Figure 3: Student-respondents' rating of the Restaurant's Service Quality
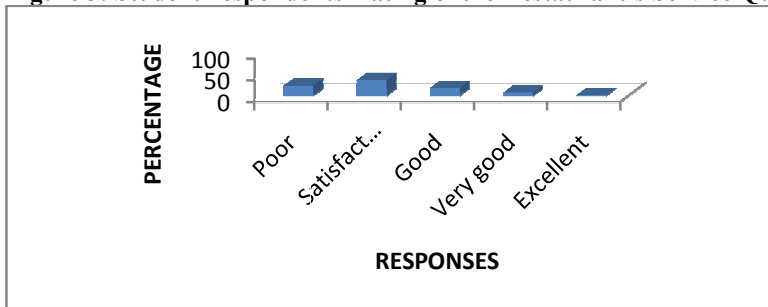

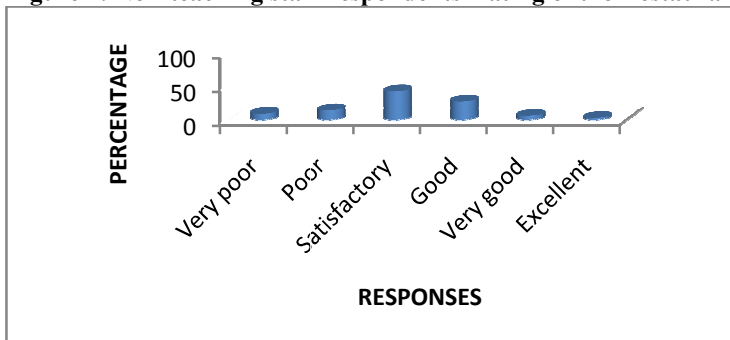**Figure 4: Non-teaching staff-respondents' rating of the Restaurant's Service Quality**

Figure 5: Teaching staff-respondents' rating of the Restaurant's Service Quality
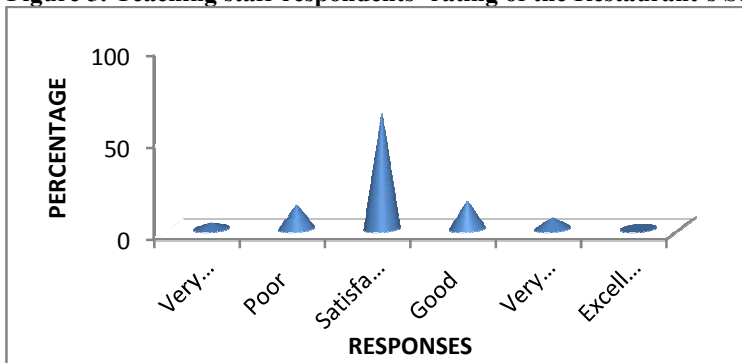

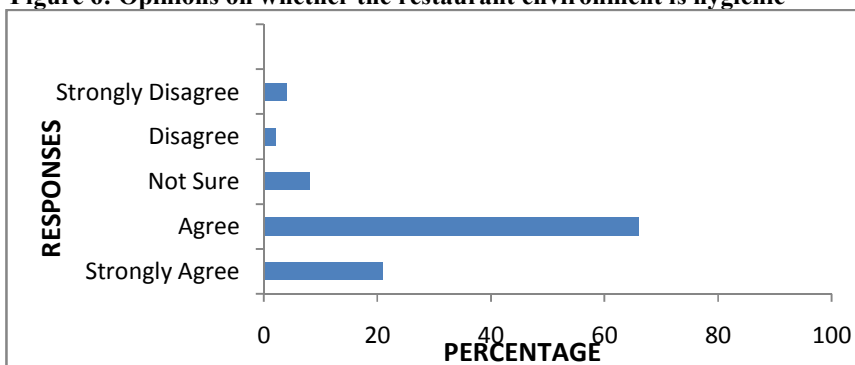**Figure 6: Opinions on whether the restaurant environment is hygienic**

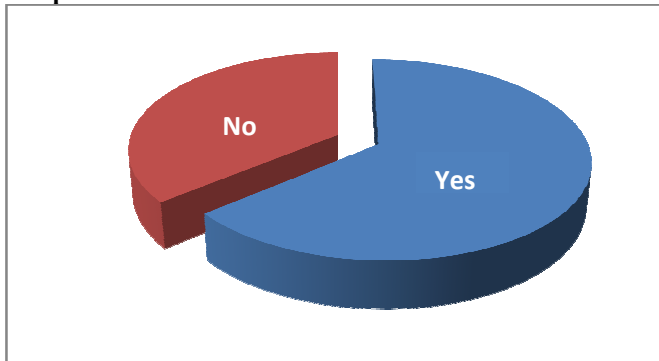**Figure 7: Pie Chart showing whether customers patronize the Restaurant for lack of better options on campus**

Figure 8: Pie Chart showing whether consumers are searching for an alternative restaurant
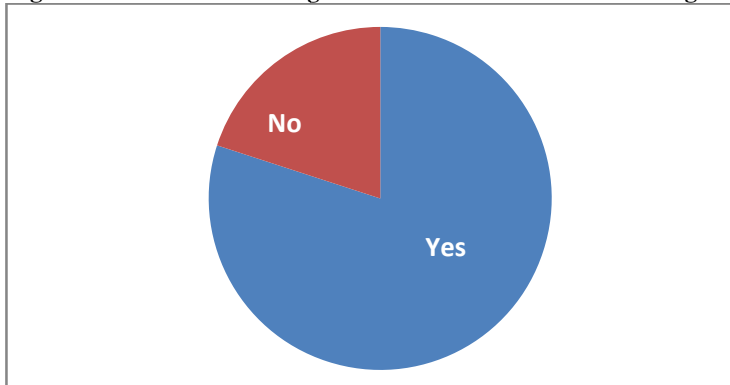
Figure 9: Bar chart showing customers' level of satisfaction with the overall service quality
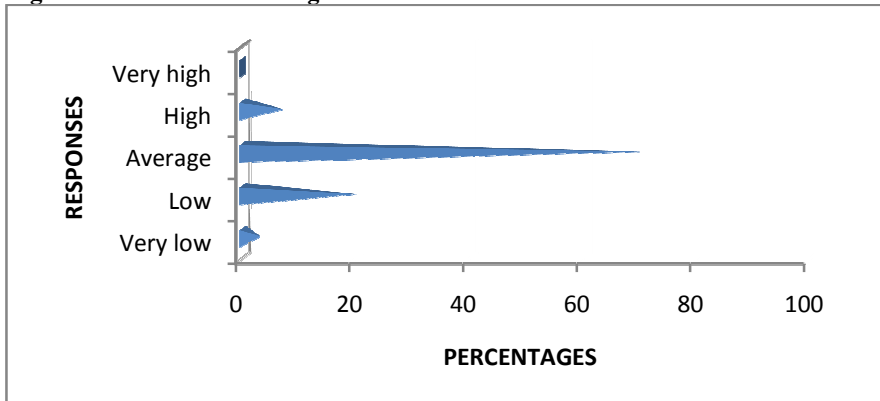
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